

**Banister Primary School**  
**History Progression**  
**EYFS, Key Stage 1 & 2**

**EYFS**

	<b>Guy Fawkes</b>	<b>Stories from the Past</b>	<b>Revisiting the Year: Special Memories</b>	<b>End point</b>
<b>Vocabulary</b>	Past, present, a long time ago, people	Same, different, similar, I wonder what/if/when/why? How, why, I can see, I saw, What happened? characters	Yesterday, last week, at the weekend, this morning, last night, because, family, lives	Chn will have an awareness of the past and use correct vocabulary to show this: I saw a, yesterday, last week.
<b>Key Concepts</b>	Cause and Consequence Significance	Similarities and Differences	Similarities and Differences Change and continuity	
<b>Chronological Understanding</b>	Pupils can understand what the past is through stories and their own experiences.	Pupils can understand what the past is through stories and their own experiences.	Pupils can understand what the past is through stories and their own experiences.	They will have explored the past through stories and retelling some of their own experiences.
<b>Knowledge and Understanding of Significant Aspects of History</b>	Pupils can compare characters from the past.		Pupils can say what similarities and differences of the past and drawing from experiences.	They can identify what is the same and what is different from the stories they have been told or through their own experience.
<b>Organise Evaluate and Communicate information.</b>		Pupils can listen and respond with questions.	Pupils can talk about a significant experience for them from the past.  Pupils can express simple ideas and feelings about an event in full sentences.	They can ask simple questions about a story told to them.  Pupils can say who is the main person in the story (significant) and they can talk about a significant experience they remember from the past.

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**Year 1**

	<b>The Great Fire of London</b>	<b>The Mary Rose</b>	<b>Shopping</b>	<b>End point</b>
<b>Vocabulary</b>	River Thames, St. Paul's Cathedral, firefighter, fire engine, diary, bakery, rebuilt, a long time ago, then, now. Sources	Questions, find out, evidence, collect, information, research, artefacts, objects, historians, facts	When my parents/grandparents were children, ...? In order, recently, investigate, find out, explain, reasons, way of life, materials, leisure, memory	<p>Chn will be able to use simple terms such as 'past', 'then' and 'now'.</p> <p>They will be able to give a simple explanation of an action/event and the consequence.</p> <p>They will be able to recognise simple change within time periods and continuity across time periods. They can identify things that are same and things that are different.</p> <p>They can say what they can see from sources. They can describe an event or period of time.</p> <p>They can say who/what event/person is significant (important).</p>
<b>Key Concepts</b>	Cause and Consequence Change and Continuity	Sources and Evidence	Change and Continuity	
<b>Chronological Understanding</b>	Pupils can begin to use appropriate terminology such as past, then and now.	Pupils can begin to use appropriately terminology such as past, then and now.	Pupils can sequence simple pictures within their own experiences.	
<b>Knowledge and Understanding of Significant Aspects of History</b>	Pupils can compare historical periods using terms 'then' and 'now' and identify the changes within these time periods.		Pupils can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods.	
<b>Organise Evaluate and Communicate information.</b>		Pupils can obtain ideas about the past from pictures,	Pupils can write simple sentences to describe an event or period of time.	

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**Year 2**

	<b>Sinking of the Titanic</b>	<b>Famous Explorers</b>	<b>Florence Nightingale</b>	<b>End point (KS1)</b>
<b>Vocabulary</b>	Maiden Voyage, Transatlantic, Passenger, Iceberg, Survivor, Bow, Starboard, Hull. Years, decades, old-fashioned, timeline, modern, historical information, reasons, events, consequence	Time scale, opinion, sources of information, objects, historians, causes, impact, actions,	Centuries, in the ... period. Historical information, time periods, nursing, significance, locality, pioneer, legacy, career, training, monarch	<p>From NC: Changes within living memory Significant Events beyond living memory and the lives of significant individuals. Significant events, people or places in their locality.</p> <p>Chn will be able to use simple terms to describe the differences between their lives and events studied.</p> <p>They will be able to give a simple explanation of an action/event and the consequence.</p> <p>They will be able to recognise simple change within time periods and continuity across time periods. They can identify things that are same and things that are different.</p> <p>They can say what they can see from sources and draw simple conclusions from this.</p> <p>They can say why an event/person is significant – why do we still remember them today?</p>
<b>Key Concepts</b>	Cause and Consequence Change and Continuity	Similarities and Differences	Significance	
<b>Chronological Understanding</b>	Pupils can identify similarities and differences between their lives and events studied.	Pupils can identify similarities and differences between their lives and events studied.  Recognise that dates are used to identify when events happened in the past.	Pupils can identify similarities and differences between their lives and events studied.  Recognise that dates are used to identify when events happened in the past.	
<b>Knowledge and Understanding of Significant Aspects of History</b>	Pupils can draw simple conclusions and deduce information on the past from pictures and information.  Pupils are beginning to give simple reasons why changes occurred in the past.		Pupils can draw simple conclusions and deduce information on the past from pictures and information.  Pupils are beginning to give simple reasons why changes occurred in the past.	
<b>Organise Evaluate and Communicate information.</b>	Pupils can connect ideas and give simple phrases as to why an event occurred.  Pupils begin to understand that information on the past may differ.	Pupils can describe an event using temporal markers to show structure.	Pupils begin to understand that information on the past may differ.	

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**Year 3**

	<b>A History of Everything: The Stone Age to Iron Age</b>		<b>The Romans Impact on Britain</b>	<b>End point</b>
<b>Vocabulary</b>	Archaeologist, site, artefact, Neolithic, Mesolithic, Bronze, Iron, tribes, settlement, Dates, BC, AD, era, time period, change, ancient, century, decade,		Dates, BC, AD, era, time period, change, ancient, century, decade, local, change, continuity, community, modern, chronology, impact, artefacts, documents, challenges, process of change, technology	Chn will recognise that History can be organised into different periods. They will be able to identify the differences and similarities between these periods.  They will be able to give an explanation of an action/event and give simple reasons to why it might have happened.
<b>Key Concepts</b>	Similarities and Differences Sources and Evidence Change and continuity		Cause and Consequence Sources and Evidence	
<b>Chronological Understanding</b>	Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.		Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.	They will know what sources are and that they can learn something about the past from them. They know that sources can be different and have an awareness that the past can be represented in different ways.
<b>Knowledge and Understanding of Significant Aspects of History</b>	Pupils have knowledge and understanding of some of the main events, people and changes from the past.		Pupils have knowledge and understanding of some of the main events, people and changes from the past.	
<b>Organise Evaluate and Communicate information.</b>			Pupils can identify some of the different ways in which the past is represented.	They will recognise History concepts and be able to give a simple explanation to what they are. E.g. Explain what is continuity.

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**Year 4**

	<b>Ancient Egypt</b>	<b>The Anglo-Saxons</b>	<b>The Vikings</b>	<b>End point</b>
<b>Vocabulary</b>	Civilisation, Egypt, hieroglyphics, The Nile, pharaoh, tomb. Dates, time period, era, change, chronology, ancient, century, decade	Dates, time period, era, change, chronology, ancient, century, decade	Dates, time period, era, change, chronology, ancient, century, decade	<p>Chn understand that History can be organised into different periods. They will begin to know what a civilisation is. They will begin to use dates in their work.</p> <p>They will be able to compare different periods, applying more concepts to help with their comparison. E.g. characteristic features, similarities and differences, cause and consequence, change and continuity.</p> <p>They will know what sources are and that they can learn about the past from them. They know that sources can be different and that the past can be represented and interpreted in different ways.</p> <p>They will be able to refer to the History concepts and be able to explain to what they are. They can say why an event/person is significant – 3 Rs – Remember, Result in Change, Revealing.</p>
<b>Key Concepts</b>	Significance Sources and Evidence	Cause and Consequence Sources of Evidence	Historical Interpretation	
<b>Chronological Understanding</b>		<p>Pupils can describe and compare different periods from the past.</p> <p>Pupils have some awareness of how people's lives have shaped this nation.</p>	<p>Pupils can describe and compare different periods from the past.</p> <p>Pupils have some awareness of how people's lives have shaped this nation.</p>	
<b>Knowledge and Understanding of Significant Aspects of History</b>	Pupils can explain some of the main events and give reasons for, and results of, the changes.	Can make connections between local, regional, national and international history		
<b>Understanding Historical Concepts</b>	Pupils can understand more complex, abstract concepts.	Pupils can understand more complex, abstract concepts.	Pupils can understand more complex, abstract concepts.	
<b>Organise Evaluate and Communicate information.</b>	Pupils can understand that aspects of the past have been represented and interpreted in different ways.	Pupils can understand that aspects of the past have been represented and interpreted in different ways.	Pupils can understand that aspects of the past have been represented and interpreted in different ways.	

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**Year 5**

	<b>Ancient Greece</b>	<b>Civilisations Overview</b>	<b>The Mayans</b>	<b>End point</b>
<b>Vocabulary</b>	Ancient, Civilisation, Empire, Legacy, Democracy, Myth Chronology, era, continuity, change	Civilisation, trade, transport, irrigation, defence, rivers, achieved, facilities, innovation, development, government, society, duration,	Mesoamerica, Codex, Chitchen Izta	<p>Chn understand that History can be organised into different periods. They will know what a civilisation is and what an empire is. They should consider how Britain has been influenced by the wider world. They will begin to know that some periods of History can overlap/happen at the same time. They should use dates to structure their work.</p> <p>They will be able to compare different periods, applying the concepts to help with their comparison. E.g. characteristic features, similarities and differences, cause and consequence, change and continuity. They should be able to start to make connections, ask questions about the past and notice patterns across different periods of time.</p> <p>They will know what sources are and that they can learn about the past from them. They know that sources can be different and that the past can be represented and interpreted in different ways. They</p>
<b>Key Concepts</b>	Cause and Consequence Sources and Evidence	Characteristic Features of civilisations Similarities and Differences	Significance Sources of Evidence	
<b>Chronological Understanding</b>	Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.		Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.	
<b>Knowledge and Understanding of Significant Aspects of History</b>	Pupils can understand why some civilisations have been successful and why others have not.		Pupils can understand why some civilisations have been successful and why others have not.	
<b>Organise Evaluate and Communicate information.</b>	<p>Pupils can evaluate sources and identify those that are useful to the task.</p> <p>Pupils are beginning to make use of dates and terms to structure their work.</p>			

				<p>will be able to say if a source is useful.</p> <p>They will be able to refer to the History concepts and be able to explain to what they are. They can say why an event/person is significant – 4 Rs – Remember, Result in Change, Remarkable, Revealing.</p>
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**Year 6**

	<b>The Changing Power of Monarchs</b>	<b>Southampton's Role in the World Wars</b>	<b>Legacy of Roman and Greek Art</b>	<b>End point (KS2)</b>
<b>Vocabulary</b>	Monarchy, heir, reign, throne, government, taxes, revolt, rebellion, parliament, absolute monarchy, constitutional monarchy.		legacy	From NC: Changes in Britain from the Stone Age to Iron Age
<b>Key Concepts</b>	Change and Continuity Sources and Evidence	Cause and Consequence Sources and Evidence	Change and Continuity Significance Sources and Evidence	The Roman Empire and it's impact on Britain  Britain's settlement by Anglo-Saxons and Scots
<b>Chronological Understanding</b>	Pupils make appropriate use of dates and specialist terms.		Pupils make appropriate use of dates and specialist terms.	Viking and Anglo-Saxon control of England
<b>Knowledge and Understanding of Significant Aspects of History</b>	Can identify features and make links between past societies and periods.	Depth of factual knowledge and understanding of Britain and the wider world.	Can identify features and make links between past societies and periods.	A local History study

<p><b>Organise Evaluate and Communicate information.</b></p>		<p>Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>An aspect or theme extending beyond 1066 An overview of the earliest civilisations and a depth study of at least one early civilisation.</p> <p>Ancient Greece</p> <p>A non-European society</p> <p>Chn should be able to make appropriate use of dates and specialist terms. They should have knowledge and understanding of Britain: it's role and it's place in the wider world.</p> <p>They will be able to make links between past societies and time periods, applying the concepts to help with their comparison and create their own structured accounts. E.g. characteristic features, similarities and differences, cause and consequence, change and continuity.</p> <p>They can look at a range of sources and understand why contrasting arguments and interpretations have been constructed based on these. They will be able to evaluate the source's reliability.</p> <p>They will be able to refer to the History concepts and be able to explain to what they are. They can say why an event/person is significant – 5 Rs – Remember, Result in Change, Resonate through time, Remarkable, Revealing.</p>
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