

History Progression Overview

	Nursery
	To discuss activities/ experiences from the past

	Reception
	- To begin to know about similarities and differences between now and in the past (e.g. going to the library, post office, yesterday, last week) - I can compare and contrast characters from stories, including figures from the past -To create a pictorial time line -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG) -Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)

	Year 1		
	Autumn 1	Autumn 2	Summer 2
Enquiry and sub enquiry questions (knowledge)	<u>Why was the Queen’s coronation so important?</u> 1. Who is the Queen? (significance of people/events) 2. What is a coronation? (significance of people/events) 3. Was the coronation in the past or the present? (significance of events/chronological understanding) 4. Why did Elizabeth become Queen? (cause and consequence) 5. How did people celebrate the coronation? (using evidence) 6. What is the importance of the crown in the coronation? (continuity and change) 7. Answering of the big question ‘Why was the Queen’s coronation so important?’	<u>How were the lives of Queen Victoria and Queen Elizabeth II similar?</u> 1.Who was Queen Victoria and what was she like? (significance of people) 2.How did Queen Victoria become Queen? (cause and consequence) 3.When was Queen Victoria’s coronation and what happened? (using evidence + interpretation) 4.How are Queen Elizabeth and Queen Victoria related? (significance of people/events) 5.How long did their reigns last for? (cause and consequence) 6. Were the Queens’ residences the same? (similarity and differences) 7. Answering of the big question	<u>Would you rather visit the seaside now or in the past?</u> 1. Why do we go to the seaside? (based on trip to Little Hampton.) 2. How do we know what holidays to the seaside were like in the past? (Using evidence) 3. Do we do the same activities at the seaside as people in the past? (continuity and change/interpretation) 4. Do we travel to the seaside in the same way as people in the past? (similarities and difference) 5. How have seaside holidays changed over the past 100 years? (continuity and change/interpretation) 6. Answering the big question.
Concepts(skills)	<u>Using evidence</u> I can pick out information about the past from sources like pictures, objects and stories -I can find answers to simple questions about the past from sources of information <u>Interpretation</u> I can talk about some of the different ways that the past is represented e.g. a story and newspaper account <u>Continuity and change</u> I can point out some similarities and differences between aspects of my life and the life of the people in the period I am learning about <u>Cause and consequence</u> I can make some comments about why people did things, why events happened and what happened as a result <u>Similarities and differences-</u> I can point out some similarities and some differences between the ways of life different people living at the time I am learning about <u>Significance of events-</u> I can point out which people were historically important e.g. who is important in a picture or story	<u>Using evidence</u> I can pick out information about the past from sources like pictures, objects and stories -I can find answers to simple questions about the past from sources of information <u>Interpretation</u> I can talk about some of the different ways that the past is represented e.g. a story and newspaper account <u>Continuity and change</u> I can point out some similarities and differences between aspects of my life and the life of the people in the period I am learning about <u>Cause and consequence</u> I can make some comments about why people did things, why events happened and what happened as a result <u>Similarities and differences-</u> I can point out some similarities and some differences between the ways of life different people living at the time I am learning about <u>Significance of events-</u> I can point out which people were historically important e.g. who is important in a picture or story	<u>Using evidence</u> I can pick out information about the past from sources like pictures, objects and stories -I can find answers to simple questions about the past from sources of information <u>Interpretation</u> I can talk about some of the different ways that the past is represented e.g. a story and newspaper account <u>Continuity and change</u> I can point out some similarities and differences between aspects of my life and the life of the people in the period I am learning about <u>Cause and consequence</u> I can make some comments about why people did things, why events happened and what happened as a result <u>Similarities and differences-</u> I can point out some similarities and some differences between the ways of life different people living at the time I am learning about <u>Significance of events-</u> I can point out which people were historically important e.g. who is important in a picture or story

	Year 2		
	Autumn 1	Autumn 2	Summer 2
Enquiry and sub enquiry questions (knowledge)	What was the Great Plague? 1. Why was the plague called great and how did it start? (cause and consequence) 2. What was life like in London at the time of the Great Plague? (using evidence) 3. How did life in London cause the plague to spread? Do you think the same would happen now? (continuity and change) 4. Were all peoples experience of the plague the same? (similarity and difference) 5. Which event do you think was the most important factor in the ending of the plague? (significance of events/people) 6. Answering of the big question.	Why was the Great Fire of London a significant event? 1.How did the Great Fire of London Start? (cause and consequence) 2. Who is Samuel Pepys and why his diaries are helpful when understanding what happened in the Great Fire. (significant of people events/using evidence) 3. Why are there different accounts of how the Great Fire of London started? (Interpretation) *focus on two accounts* 4. Why was the Great Fire of 1666 worse than other fires? (interpretation, significance of events) 5. How was London rebuilt to prevent another Fire? (continuity and change) 6. Answering of the big question	Mary Seacole and Florence Nightingale: How should we remember these key figures? 1. Who is Florence Nightingale and what did she do with her life? (significance of people/events) 2. Why did Florence go to Crimea and how did she help the soldiers? (cause and consequence) 3. Did everyone have the same opinion of Florence? (Interpretation) 4. Who was Mary Seacole? (significance of people and events) 5. Why do we know so much about Florence and so little about Mary Seacole? (similarity and difference) 6. Answering the big question.
Concepts(skills)	Using evidence - I can say which sources (from a selection) are likely to be the most useful for a task I can ask and answer questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’ Interpretation- I can use information from more than one source in my answer Continuity and change- I can point out some similarities and differences between aspects of life at different times in the past Cause and consequence- I can pick out some reasons for and results of people’s actions and events Similarities and differences- I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying Significance of events- I can talk about who was important e.g. in a simple historical account	Using evidence - I can say which sources (from a selection) are likely to be the most useful for a task I can ask and answer questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’ Interpretation- I can use information from more than one source in my answer Continuity and change- I can point out some similarities and differences between aspects of life at different times in the past Cause and consequence- I can pick out some reasons for and results of people’s actions and events Similarities and differences- I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying Significance of events- I can talk about who was important e.g. in a simple historical account	Using evidence - I can say which sources (from a selection) are likely to be the most useful for a task I can ask and answer questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’ Interpretation- I can use information from more than one source in my answer Continuity and change- I can point out some similarities and differences between aspects of life at different times in the past Cause and consequence- I can pick out some reasons for and results of people’s actions and events Similarities and differences- I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying Significance of events- I can talk about who was important e.g. in a simple historical account

	Year 3		
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Enquiry and sub enquiry questions (knowledge)	How did life change from Stone Age to Iron Age? 1.When was the Stone Age and how did life develop within it? (Interpretation, using evidence) 2. What is the Skara Brae and what can it tell us about life in the Stone Age? (Interpretation, using evidence) 3. When was the Bronze age and what was life like? (continuity and change) 4. Why was Stonehenge built? (cause and consequence) 5. How much did life change during the Iron Age and how do we know? (continuity and change) 6. Answering of the big question	Just who were the Ancient Egyptians? 1. How can we discover what Ancient Egypt was like over 5,000 years ago? (using evidence) 2. How was life different during the 3 Egyptian kingdoms? (similarity and difference) *focus on changing pharaohs and their reign* 3. Who was Tutankhamun and why are there different interpretations about his death? (significance of people/events) 4. How should we remember Howard Carter; Artist, Archaeologist or thief? (Interpretation) 5. Why did the Ancient Egyptians believe in mummification? (significance of events) 6. How have the Ancient Egyptians impacted our life today? (continuity and change) 7. Answering of the big question	What was life like in the Kingdom of Benin? 1. Where and when was the Kingdom of Benin? (significance of events) 2. What sort of place was Benin 1,000 years ago and how do you know? (Interpretation, using evidence) 3. What can we tell about Benin society from the images and artefacts that have survived? (using evidence) 4.Why did the British get involved? (continuity and change) 5.What was the impact of this? (cause and consequence) 6 Answering of the big question.
Concepts(skills)	Using evidence - I can comment on the usefulness of different sources of evidence I can use a source of evidence to answer and ask questions I can ask questions such as ‘how did people? What did people do for?’ Interpretation- I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences Continuity and change- I can describe some changes in the historical period I am studying Cause and consequence- I can suggest reasons for and results of people’s actions and events Similarities and differences- I can describe similarities and differences between some people, events and beliefs in the period of history I am studying Significance of events- I can suggest which people and events are more important	Using evidence - I can comment on the usefulness of different sources of evidence I can use a source of evidence to answer and ask questions I can ask questions such as ‘how did people? What did people do for?’ Interpretation- I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences Continuity and change- I can describe some changes in the historical period I am studying Cause and consequence- I can suggest reasons for and results of people’s actions and events Similarities and differences- I can describe similarities and differences between some people, events and beliefs in the period of history I am studying Significance of events- I can suggest which people and events are more important	Using evidence - I can comment on the usefulness of different sources of evidence I can use a source of evidence to answer and ask questions I can ask questions such as ‘how did people? What did people do for?’ Interpretation- I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences Continuity and change- I can describe some changes in the historical period I am studying Cause and consequence- I can suggest reasons for and results of people’s actions and events Similarities and differences- I can describe similarities and differences between some people, events and beliefs in the period of history I am studying Significance of events- I can suggest which people and events are more important

	Year 4		
	Autumn 1	Spring 1	Summer 1
Enquiry and sub enquiry questions (knowledge)	<u>‘How did Ancient Greece influence our lives today?’</u> 1. How can we know so much about the Ancient Greeks who lived over 2,500 years ago? (using evidence) 2. What can pottery tell us about everyday life in Ancient Greece? (using evidence) 3. Why was Athens so strong during this time? (continuity and change) 4. What was so special about life in Athens that makes us study it? (Interpretation) 5. In what way have the Ancient Greeks influenced sporting lives today? (similarity and difference) 6. Answering of the big question: ‘How did Ancient Greece influence our lives today?’	<u>What impact has the Roman Empire had on Britain?</u> 1. What was Great Britain like before the Roman Invasion? (using evidence) 2. What was the Roman Civilisation and how did they invade? (significance of events) 3. Why was Boudicca a significant figure in British history? (significance of people) 4. Why was Hadrian’s war built? (significance of events) 5. What changes happened in Britain during the Roman period of rule? (cause and consequence) 6. Answering of the big question: ‘What impact has the Roman Empire had on Britain?’	<u>Islamic Golden Age: Why is this a Golden age in history?</u> 1 When was the Islamic golden age and when did it start? (significance of events) 2. What advancements happened during the Islamic Golden Age? (Cause and consequence) 3. How was Baghdad built and what does this tell us about the civilization? (significance of events) 4. What was so special about Baghdad in the ‘Golden Age’ and how do we know? (significance of people and events) 5. How was life in Baghdad similar and different to life in Roman Britain? (Interpretation) Answering the big question: Islamic Golden Age: Why is this a Golden age in history?
Concepts(skills)	<u>Using evidence</u> - I can discuss sources of evidence in more detail I can ask questions such as ‘what was it like for a during?’ <u>Interpretation-</u> I can suggest some reasons why there are different accounts and interpretations of the past <u>Continuity and change-</u> I can describe changes within periods and societies I have learned about <u>Cause and consequence-</u> I can give some reasons for and results of historical events, situations and changes between periods I have studied. <u>Similarities and differences-</u> I can describe similarities and differences in society, culture and religion in Britain at local and national levels <u>Significance of events-</u> I can explain which people and events are the most significant	<u>Using evidence</u> - I can discuss sources of evidence in more detail I can ask questions such as ‘what was it like for a during?’ <u>Interpretation-</u> I can suggest some reasons why there are different accounts and interpretations of the past <u>Continuity and change-</u> I can describe changes within periods and societies I have learned about <u>Cause and consequence-</u> I can give some reasons for and results of historical events, situations and changes between periods I have studied. <u>Similarities and differences-</u> I can describe similarities and differences in society, culture and religion in Britain at local and national levels <u>Significance of events-</u> I can explain which people and events are the most significant	<u>Using evidence</u> - I can discuss sources of evidence in more detail I can ask questions such as ‘what was it like for a during?’ <u>Interpretation-</u> I can suggest some reasons why there are different accounts and interpretations of the past <u>Continuity and change-</u> I can describe changes within periods and societies I have learned about <u>Cause and consequence-</u> I can give some reasons for and results of historical events, situations and changes between periods I have studied. <u>Similarities and differences-</u> I can describe similarities and differences in society, culture and religion in Britain at local and national levels <u>Significance of events-</u> I can explain which people and events are the most significant

	Year 5		
	Autumn 1	Autumn 2	Spring 1
Enquiry and sub enquiry questions (knowledge)	<u>“What did the Anglo Saxons bring to Britain?”</u> 1_Who were the Anglo Saxons and Scot invaders? (using evidence) 2. Why did the Anglo Saxons and the Scots invade and how do we know where they settled? (cause and consequence) 3. How did people’s lives change when Christianity came to Britain and how can we be sure? (similarity and difference) 4. What can we tell about the Saxons from their art and culture? (using evidence) 5. Why was King Alfred called Alfred the Great (significance of people/events) 6. How effective was Saxon Justice? (Interpretation, using evidence) <i>*If needed this lesson can be dropped*</i> 7. Answering of the big question: What did the Anglo Saxons bring to Britain?	<u>Who were the Vikings; raiders or traders?</u> 1. Who are the Vikings? (using evidence) 2. What image do we have of the Vikings? (using evidence, interpretation) 3. How and why did the Vikings try to take over the country and how close did they get? (similarity and difference) *Focus on King Alfred’s and King Athelstan’s resistances* 4. How do we know where the Vikings settled? (using evidence) *focus on linguistics e.g. town names 5.How and where did the Vikings trade? (cause and consequence) 6. How did the Anglo Saxon and Viking period come to the end (using evidence-Bayeux tapestry) 7.Answering of the big question: Who were the Vikings; raiders or traders?	<u>Has crime and punishment changed over time?</u> 1 How were crimes punished during the Anglo-Saxon period? (using evidence) 2. When was the Tudor period and how were crimes punished? (using evidence) 3. When was the Victorian period and how were crimes punished? (continuity and change) 4. Who was Sir Robert Peel and how should he be remembered? (significance of people) 5. How are crimes investigated and punished today? 6. Answering of the big question: Has crime and punishment changed over time?
Concepts(skills)	<u>Using evidence</u> - I can compare sources of evidence to help me identify reliable information I can ask a range of questions about the evidence I can address and create enquiry questions (with support) <u>Interpretation-</u> I can talk about the different factors that contribute to the accuracy and usefulness of a source (author, audience, purpose, when and where) <u>Continuity and change-</u> I can describe in detail and make some links between events, situations and changes within the period I am studying. I can describe in detail and make some links between events, situations and changes between different periods. <u>Cause and consequence-</u> I can explain my suggestions when giving reasons for and results of historical events, situations and changes	<u>Using evidence</u> - I can compare sources of evidence to help me identify reliable information I can ask a range of questions about the evidence I can address and create enquiry questions (with support) <u>Interpretation-</u> I can talk about the different factors that contribute to the accuracy and usefulness of a source (author, audience, purpose, when and where) <u>Continuity and change-</u> I can describe in detail and make some links between events, situations and changes within the period I am studying. I can describe in detail and make some links between events, situations and changes between different periods. <u>Cause and consequence-</u> I can explain my suggestions when giving reasons for and results of historical events, situations and changes	<u>Using evidence</u> - I can compare sources of evidence to help me identify reliable information I can ask a range of questions about the evidence I can address and create enquiry questions (with support) <u>Interpretation-</u> I can talk about the different factors that contribute to the accuracy and usefulness of a source (author, audience, purpose, when and where) <u>Continuity and change-</u> I can describe in detail and make some links between events, situations and changes within the period I am studying. I can describe in detail and make some links between events, situations and changes between different periods. <u>Cause and consequence-</u> I can explain my suggestions when giving reasons for and results of historical events, situations and changes

	<u>Similarities and differences-</u> I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world <u>Significance of events-</u> I can explain why ‘x’ is a significant part of history and the impact it has had on modern society.	<u>Similarities and differences-</u> I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world <u>Significance of events-</u> I can explain why ‘x’ is a significant part of history and the impact it has had on modern society.	<u>Similarities and differences-</u> I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world <u>Significance of events-</u> I can explain why ‘x’ is a significant part of history and the impact it has had on modern society.
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	Year 6		
	Autumn 1	Autumn 2	Summer 2
Enquiry and sub enquiry questions (knowledge)	<u>How did Apartheid effect groups of people nationally and globally?</u> 1. What is apartheid and how did it start? (cause and consequence) 2. How was the apartheid enforced throughout South Africa and what was the impact? Were all people’s experiences the same? (similarity and difference) 3. Who were the significant figures in the fight against the apartheid? (significance of people/events) 4. Who was Nelson Mandela and what was his lasting impact? (significance of people and events) 5. What impact did the Apartheid have on the wider world? 6. Answering of the big question	<u>What impact did WW2 have on the lives of children?</u> 1. What was WW2, who did it involve and why did it start? (cause and consequence) 2. What was life like for children in London during the blitz? (evidence) 3. How did evacuation impact the lives of children in the UK? (evidence) 4. Were children in Germany affected in the same way as children in the UK? (similarity and difference) 5. How did the role of women change during the war? (continuity and change) 6. How was World War 2 a turning point in British society and for the future of children? (continuity and change) 7. Answering of the big question: <u>What impact did WW2 have on the lives of children?</u>	<u>How has a local site (Battersea Power Station) changed over the past century?</u> 1.What can we find out about Battersea 100 years ago? (evidence- use photos) 2. When was Battersea Power Station built and why? (Significance of people and events) 3. How did Battersea Power Station survive the bombing during WW2? (Interpretation) 4. Why did the Power Station stop generating electricity? (Interpretation) 5. Visit from BPS expert <u>6. Answering of big question: How has a local site (Battersea Power Station) changed over the past century?</u>
Concepts(skills)	<u>Using evidence</u> - I can explain my evaluation of particular pieces of information and particular sources. I can create and address enquiry questions <u>Interpretation-</u> I can discuss how and why different arguments and interpretations of the past have been constructed I know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation <u>Continuity and change-</u> I can describe and make links between events, situations and changes within and between different periods and societies I can consider how people at the time might have viewed the changes and how this differs from the view today <u>Cause and consequence-</u> I can analyse and explain reasons for and results of historical events, situations and changes <u>Similarities and differences-</u> I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies <u>Significance of events-</u> I can explain why ‘x’ is a significant part of history and understand and explain their historical impact	<u>Using evidence</u> - I can explain my evaluation of particular pieces of information and particular sources. I can create and address enquiry questions <u>Interpretation-</u> I can discuss how and why different arguments and interpretations of the past have been constructed I know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation <u>Continuity and change-</u> I can describe and make links between events, situations and changes within and between different periods and societies I can consider how people at the time might have viewed the changes and how this differs from the view today <u>Cause and consequence-</u> I can analyse and explain reasons for and results of historical events, situations and changes <u>Similarities and differences-</u> I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies <u>Significance of events-</u> I can explain why ‘x’ is a significant part of history and understand and explain their historical impact	<u>Using evidence</u> - I can explain my evaluation of particular pieces of information and particular sources. I can create and address enquiry questions <u>Interpretation-</u> I can discuss how and why different arguments and interpretations of the past have been constructed I know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation <u>Continuity and change-</u> I can describe and make links between events, situations and changes within and between different periods and societies I can consider how people at the time might have viewed the changes and how this differs from the view today <u>Cause and consequence-</u> I can analyse and explain reasons for and results of historical events, situations and changes <u>Similarities and differences-</u> I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies <u>Significance of events-</u> I can explain why ‘x’ is a significant part of history and understand and explain their historical impact