

# Progression in History

	Year 1 and 2		Year 3 and 4		Year 5 and 6	
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• <b>changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• <b>events beyond living memory</b> that are significant nationally or globally</li> <li>• the <b>lives of significant individuals</b> in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in <b>Britain from the Stone Age to the Iron Age</b></li> <li>• the <b>achievements of the earliest civilizations</b> – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• <b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</li> <li>• the <b>Roman Empire</b> and its impact on Britain</li> <li>• Britain's settlement by <b>Anglo-Saxons</b> and Scots</li> <li>• the <b>Viking and Anglo-Saxon struggle</b> for the Kingdom of England to the time of Edward the Confessor</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge <b>beyond 1066</b></li> <li>• a <b>non-European society</b> that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> <li>• a <b>local history study</b></li> </ul>			
	Rotation 1	Rotation 2	Rotation 1	Rotation 2	Rotation 1	Rotation 2
	<p><u>War Remembrance</u></p> <p><u>Travel and Transport/ Great Explorers</u></p> <p><u>Toys</u></p> <p><u>Kings and Queens</u></p>	<p><u>The Gunpowder Plot</u></p> <p><u>Nurturing Nurses</u></p> <p><u>The Great Fire of London</u></p>	<p><u>Stone Age</u> Pre-history &amp; Archaeology Ice age – a different world Early Man Hunting &amp; Gathering</p> <p><u>Bronze Age</u> Discovery - science Early Tools Heatree &amp; Dartmoor Roundhouses</p> <p><u>Iron Age</u> Farming Hill forts Celtic Britain Chysauster &amp; Cow Castle</p> <p><u>Local History</u> Investigation – Why is our village here? Local tales</p>	<p><u>Romans</u> the <b>Roman Empire</b> and its impact on Britain</p> <p><u>Saxons</u> Britain's settlement by <b>Anglo-Saxons</b> and Scots</p> <p><u>Vikings</u> the <b>Viking and Anglo-Saxon struggle</b> for the Kingdom of England to the time of Edward the Confessor</p>	<p><u>Legacy &amp; War</u> Tales from the Trenches War poetry (WW1) Turning points - Dunkirk</p> <p><u>Ancient Greece</u> a study of Greek life and achievements and their influence on the western world</p> <p><u>Beyond 1066:</u> Victoria Social History Industrial Revolution</p>	<p><u>Ancient Egypt</u> The first civilizations River Nile What are the Pyramids? Who were the Pharaohs? Indus Valley Links</p> <p><u>Non-European Study –</u> Bagdad c.AD 900 Mayan civilization c. AD 900 Benin (West Africa) c. AD 900-1300</p> <p><u>Local History</u> Investigations – Local Area Barnstaple South Molton Tiverton</p>
Focus Enquiry						
Chronology						
Historical terms						

Historical Enquiry			
Interpretation	Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays	Be aware that different versions of the past may exist and begin to suggest reasons for this	Understand that the past is represented and interpreted in different ways and give reasons for this
Continuity & Change	Discuss change and continuity in an aspect of life, e.g. holidays	Describe and begin to make links between main events, situations and changes within and across different periods and societies	As Year 3/4, and Use a greater depth of historical knowledge
Cause & Consequence	Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes	Begin to offer explanations about why people in the past acted as they did
Similarities & Difference	Identify similarities and differences between ways of life in different periods, including their own lives	Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
Significance	Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why	Identify and begin to describe historically significant people and events in situations	Give reasons why some events, people or developments are seen as more significant than others