



PROGRESSION IN HISTORY: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)

	Our Coverage	Chronology	Events, People & Changes	Communication	
EARLY YEARS	<p>AUT: I wonder if my family is like yours?</p> <ul style="list-style-type: none"> * Begin to make sense of their own life-story and family's history. * Understand the ways they have changed. * Talk about the changes that have happened within their family lifetime e.g. talking to grandparents about holiday etc. * Talk about changes that happen over a short period of time. <p><i>There are three other non-history driven 'I Wonder' questions this term.</i></p>	<p>Understanding the World ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> o Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 	<p>Understanding the World ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> o Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Understanding the World ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> o Talk about the lives of the people around them and their roles in society; 	
	<p>SPR: I wonder if other people celebrate?</p> <p><i>Significant historical events, people and places in their own locality</i></p> <ul style="list-style-type: none"> * Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p><i>There are four other non-history driven 'I Wonder' questions this term.</i></p>	<p>VOCABULARY</p> <p>today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now</p> <p><i>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.</i></p>			
	<p>SUM: I wonder if everyone lives near the sea?</p> <p><i>The lives of significant individuals in the past</i></p> <ul style="list-style-type: none"> * Compare and contrast characters from stories, including figures from the past * Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><i>There are two other non-history driven 'I Wonder' questions this term.</i></p>	<p>THE THEMES AND VEHICLES FOR THESE WILL BE RESPONSIVE TO THE INTERESTS AND NEEDS OF THE COHORT AT BASELINE AND THROUGHOUT THE YEAR. THIS MUST BE DYNAMIC AND ADAPTABLE.</p>			

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YEAR 1	<p>AUT: Aspect Study: Toy Story Changes within and beyond living memory at a national level.</p> <p>Great toys from the past (Victorians to Present), moving toys, family games, puzzles, practical to virtual toys, popular toys from years gone by, family favourites</p> <p>SPR: Local Study: St Annes in Bloom Study significant historical events, people and features in their own St Annes town as we introduce our local history thread which will run across the coming six years. This is the first of a two part KS1 local history story.</p> <p>SUM: Wider Study: Travels & Tales The lives of significant individuals in the past who have contributed to national and international achievements i.e. Neil Armstrong, Christopher Columbus, Rosa Parks, Mary Seacole, Florence Nightingale</p>	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Place a few events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	<ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts of stories</i>, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> Understand and use simple historical concepts such as <i>now/then</i> and <i>same/different</i>. To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts.
YEAR 2	<p>AUT: Aspect Study: Animal Kingdom Changes and events that are beyond living memory at a national or global level. Using knowledge to look at aspects of life that move into different periods of time. This study looks at the role, use and perception of animals at different times in history i.e. WWI, Victorian Britain, Farming, Food, Animals for Entertainment (Circus), Exploration (Space)</p> <p>SPR: Local & Wider Study: Desert Island Champions Inspired by the work, beliefs and actions of notable individuals throughout history, the children are charged with creating a desert island community that can survive and work together by choosing which historic figures should join them there including local figures e.g. Rosa Parks, Louis Pasteur, Alexander Graham Bell, Nelson Mandela, Florence Nightingale.</p> <p>SUM: Wider Study: Kings, Queens & Castles As we develop our studies of people and events throughout KS1, we move into a study of royal rulers through history and how they have lived. We introduce leaders such as Queen Elizabeth I, Queen Victoria and Queen Elizabeth II before the children unlock a deep study of these history periods during our KS2 chronological journey.</p>	<p>VOCABULARY</p> <p>KS1: past, present, old, new, change, after, before, similarity, difference, timeline, century, clockwork, inventor, explorer, world war, trenches, battle, soldier, remembrance, significant, beyond memory, front line, work-horse, conditions, chronological, drawbridge, turret, moat, ceremony, kingdom, king, queen, invention, cure</p> <p>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout the study. In Key Stage One we attempt to embed some key recurring terms more than in any other stage.</p>		

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YEAR 3	<p>AUT: Chronology Study: A Roman Invasion Starting with initial background knowledge work to the Iron Age, we continue by looking at Britain just prior to the Roman Invasion and what they would find upon arrival. Then, we move into a larger study of the Roman invasion and what they brought to Britain. Considering which elements significantly improved the quality of life at the time and had long lasting impact.</p> <p>SPR: Chronology Study: Clash of the Titans The natural next step in the journey as the children undertake a study into the struggle for 'control' of Britain up to 1066: The Battle of Hastings. As we view the post-Roman domination of Britain through the eyes of the Anglo-Saxons and Vikings.</p> <p>SUM: Local Study: Superb Structures The children continue and develop their study of local history by considering the history of the significant structures on the Fylde Coast as part of a geography driven theme.</p>	<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Identify where periods studied fit into a chronological framework. Noting links, connections, trends and changes over time. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding <i>some</i> of the ways in which people's lives have shaped this nation. Describing how, and when, Britain has influenced the wider world and vice versa. Understanding some significant aspects of history: nature of ancient civilisations – non-European societies; expansion of empires. Establishing a narrative showing connections and trends within and across periods of study. 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.
YEAR 4	<p>AUT: Chronology Study: The Power and The Rose We move the historical story of Britain forward into Tudor times. Starting with the Battle of Bosworth in 1485 we consider the main figures, leaders and events of this memorable period in our history.</p> <p>SPR: Local Study: Passport to New Europe As a next stage in the study of local history, we return to St Annes as a starting point and move to focus upon its twin town partner in Werne, which quickly allows us to travel from the Lancashire coast all the way through Western Europe to our friends in Germany learning about contrasting places and their stories along the way. A geography driven theme which picks up where earlier KS1 studies left off.</p> <p>SUM: Civilization Study: Valley of the Kings The first of a carefully placed two part comparison of ancient civilizations and their achievements. We have chosen Ancient Egypt for our first study. This non-European society also provides contrast with British history.</p>	<p>VOCABULARY</p> <p>Y3: aqueduct, legionary, legion, bath house, amphitheatre, standard, shield, sewer, emperor, Julius Caesar, coin, mosaic, gladiator, toga, chariot, sword, Roman, empire, invade, revolt, fort, defences, archer, settlement, fleet, infantry, tactic, settlement, kingdom, historical, old, time, period, timeline, chronological, years, past, decade, century, source, plunder, settlement, treaty, raid, Danegeld, Thing (assembly), pagan, monasteries, archaeologist, conquer, justify, warrior, shield, dragons, slaves, crafts, trade, trading, trader, valuables, monks, jarls, carls, thralls, trade</p> <p>Y4: reliable, evidence, source, evaluate, relevant, timeline, sources, historical figures, historical, trade, compare, contrast, chronological, throne, accession, conquer, explorer, monarch, reign, gallows, befeater, wattle and daub, nobles, peasants, Spanish Armada, War of the Roses Egyptologist, sarcophagus, Anubis, canopic, pharaoh, tomb, mummification, sickle, afterlife, Tutankhamun, tomb, papyrus, sphinx, cartouche, Cleopatra, natron, preserve, decay, sphinx, archaeologists, hieroglyphics, scarab beetle</p> <p>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout the study.</p>		

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YEAR 5	<p>AUT: Civilization Study: Gods & Legends (Ancient Greece) The second of a carefully placed two part comparison of ancient civilizations and their achievements. This includes a short focus upon the Ancient Olympics which is planned to lead into the Modern Olympic Heroes theme in year 6.</p> <p>SPR: Chronology/Civilization Study: Amazon Adventure A geography driven theme with a historical focus upon the ways in which the world has impacted upon the environment during the last two hundred years and consideration of a further linked non-European society/civilization: The Mayans. This environmental and industrial themes feed directly into the industrial empire focus on the Victorians to follow.</p> <p>SUM: Chronology/Local Study: Victorians-on-Sea Moving the importance and significance of industry and empire forward, the focus moves onto the Victorians with a specific, yet wider than ever, look at the local region (Lancashire) and how the emergence and growth of our local seaside resorts were a direct result of the Victorians industrial growth and influence and created a market for all classes seeking the 'clear air' and fun of the coastlines.</p>	<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). Analyse connections, trends and contrasts over time. (Year 6 Only) 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> Understanding significant aspects of history-expansion and dissolution of empires; characteristic features of ancient European and non-European societies; achievements and follies of mankind. Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. Begin to recognise and describe change and continuity and suggest relationships between causes. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
YEAR 6	<p>AUT: Chronology Study: We All Stand Together (WW2) In year 6, the chronological journey reaches its climax with a study of Britain and the wider world in most recent times. Picking up where the Victorians-on-Sea theme left off, the study focuses upon an industrial and increasingly post-empire, war weary, poverty stricken Britain on the brink of further conflict. The study includes in-depth study of rationing, evacuation, air-raids (including the significant role of the Fylde Coast) and the home guard. Alongside a study of the most significant events i.e. the D-Day landings.</p> <p>SPR: Chronology Study: Modern Olympic Heroes Our chronological journey ends with a two-part study of life post World War Two. Firstly, the children pick up upon the Olympic theme from year 5 and take a wider world look at the Olympic Games and the names and achievements that have become modern iconic sporting moments.</p> <p>SUM: Chronology/Local Study: Bring Me Sunshine The second and final part of life post World War Two focused upon Britain and the significance of live entertainment, music and the arts from the 1950s to the 1990s. Completing our local history thread we consider some aspects within the context of Blackpool as the live entertainment capital of Britain for much of this time.</p>	<p>VOCABULARY</p> <p>Y5: historical, ancient, chronological, old, time, period, timeline, chronological, years, past, decade, century, Ancient Olympics, athletes, Greece, Sparta(n), Athens(ian), Persia(n), chariot racing, pentathlon, pankration, city states, sprint, wrestling, boxing, long jump, javelin, industrial revolution, mills, collieries, Victorians, tourism, empire, attractions, piers, menagerie, Winter Gardens, aquarium, railways, hotels</p> <p>Y6: World War Two, WW2, The Blitz, Chamberlain, Churchill, Home Guard, Hitler, evacuee, rationing, allied, axis, Germany, United Kingdom, chronological, timeline, Modern Olympics, Para-Olympics, athletes, Greece, nations, boxing, long jump, triple jump, javelin, heptathlon, decathlon, track & field, rowing, sailing, cycling, swimming, sources of evidence, primary, secondary, beliefs, evidence, conclusions, comedian, speciality, musician, entertainer, variety, theatre, summer season, magician, ventriloquist</p> <p><i>* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout the study.</i></p>		

Enquiry, Interpretation, Use of Sources	
EYFS	<ul style="list-style-type: none"> ○ Can ask questions based around stories told, books that have been read to them and through images and discussion.
KSI	<ul style="list-style-type: none"> ○ Use sources to answer <i>simple</i> questions about the past. ○ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ○ Identify some of the <i>basic</i> ways the past can be represented. ○ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).
LKS2	<ul style="list-style-type: none"> ○ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ○ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ○ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ○ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist</i> (<i>artist's pictures, museum displays, written sources</i>). ○ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
5	<ul style="list-style-type: none"> ○ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ○ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ○ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish for particular enquiries.
6	<ul style="list-style-type: none"> ○ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. ○ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ○ Begin to recognise why some events, people and changes might be judged as more historically significant than others.