



## Progression Plan for History

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Build an overview of British and World History</b>	<ul style="list-style-type: none"> <li>- Make sense of their own family's history</li> <li>- Act out familiar routines from their family and culture.</li> <li>-Consider birthdays and celebrations throughout the nursery year and begin to order the events</li> <li>-Begin to talk about morning and afternoon routines and events</li> </ul>	<ul style="list-style-type: none"> <li>- Make sense of their own family's history.</li> <li>- Join in and talk about family customs and routines.</li> <li>- Know that they and the world around them changes with the passing of time.</li> <li>- Talk about past and present events in their own life and that of family members.</li> <li>-Use visual timetable to talk about day and week in school</li> </ul>	<p><b><u>Childhood then and now</u></b></p> <ul style="list-style-type: none"> <li>- Describe changes to toys, homes, technology and schools over time.</li> <li>-Compare and contrast childhood then and now</li> </ul> <p><b><u>Transport</u></b></p> <p>Describe historical events relating to the first flight, development of the steam engine and motor car</p> <ul style="list-style-type: none"> <li>-Recount the main events from a significant event in history (The first flight).</li> <li>-Describe how transport has changed and evolved throughout the past and present.</li> </ul> <p><b><u>Significant people-</u></b></p> <p>Describe historical events relating to Scott's Antarctic Expedition</p> <ul style="list-style-type: none"> <li>- Describe significant people from the past: the Wright brothers, Rosa Parks, David Attenborough and Robert Scott.</li> <li>-Identify and describe simple life events (Scott, David Attenborough and Emeline Pankhurst).</li> </ul>	<p><b><u>Significant Event</u></b></p> <ul style="list-style-type: none"> <li>- Describe historical events relating to the plague and Great Fire of London</li> <li>-Recall key facts about the Black Death- when? How? Where? Etc.</li> <li>-Explain how and why the Black Death spread.</li> </ul> <p><b><u>Significant People</u></b></p> <ul style="list-style-type: none"> <li>-Identify and describe life events (Queen Vicotria, Mary Seacole and Florence Nightingale).</li> <li>- Describe significant people from the past: Queen Victoria, Florence Nightingale and Jethro Tull.</li> <li>- Recognise that there are reasons why people in the past acted as they did including: Mary Seacole and Samuel Pepys.</li> <li>-Know the names of some Kings and Queens of England in the past and in the present.</li> <li>- Understand the role of a monarch.</li> </ul> <p><b><u>Industrial Revolution in Manchester</u></b></p> <ul style="list-style-type: none"> <li>- Describe historical events relating to the Industrial</li> </ul>	<p><b><u>Ancient Egypt</u></b></p> <ul style="list-style-type: none"> <li>- Study and describe the early civilisation of the Ancient Egyptians and their impact on future civilisations focusing on: achievements, food and farming, society, beliefs and culture.</li> <li>-Begin to describe the characteristic features of the periods studied</li> <li>-Understand how some historical events occurred concurrently in different locations (Ancient Egypt and Prehistoric Britain)</li> <li>-Note connections, contrasts and trends over time (make links between the Ancient Egyptians and The Stone Age).</li> </ul> <p><b><u>Stone Age/ Bronze Age/ Iron Age</u></b></p> <ul style="list-style-type: none"> <li>- Give a broad overview of life in Britain from the Stone Age to the Iron Age focusing on: houses/settlements, food and farming, conflict, beliefs and society..</li> <li>-Begin to describe the characteristic features of the periods studied</li> <li>-Understand how some historical events occurred concurrently in different locations</li> </ul>	<p><b><u>The Romans</u></b></p> <ul style="list-style-type: none"> <li>- Give a broad overview of life in Roman Britain focusing on: settlements, travel and exploration, conflict and society.</li> <li>-Explain how Britain has influenced and been influenced by the wider world.</li> <li>-Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time (The Romans).</li> <li>-Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</li> </ul> <p><b><u>Ancient Greeks</u></b></p> <ul style="list-style-type: none"> <li>- Study and describe the early civilisation of the Ancient Greeks and their impact on future civilisations focusing on: achievements, culture and pastimes, society and beliefs.</li> <li>-Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time (The Greeks).</li> </ul>	<p><b><u>The Vikings</u></b></p> <ul style="list-style-type: none"> <li>- Give a broad overview of life in Anglo-Saxon and Viking Britain up to 1066 focusing on: settlements, travel and exploration, conflict, beliefs, culture and pastimes.</li> <li>-Recognise how the invaders and settlers had a lasting impact on the development of society and kingdoms</li> <li>-Begin to identify how periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul> <p><b><u>Anglo Saxons</u></b></p> <ul style="list-style-type: none"> <li>- Give a broad overview of life in Anglo-Saxon and Viking Britain up to 1066 focusing on: settlements, travel and exploration, conflict, beliefs, culture and pastimes.</li> <li>-Recognise how the invaders and settlers had a lasting impact on the development of society and kingdoms</li> <li>-Begin to identify how periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul> <p><b><u>WW2</u></b></p> <ul style="list-style-type: none"> <li>- Study World War II and the Battle of Britain as an aspect of British history that</li> </ul>	<p><b><u>The Victorians</u></b></p> <ul style="list-style-type: none"> <li>- Identify continuity and change in local history through the study of Queen Victoria, the Victorians and Industrial Revolution in Manchester focusing on: monarchy, settlements, culture and pastimes and society.</li> <li>-Understand some significant aspects of history – achievements and follies of mankind linked to industrialization and changing power of the British Empire</li> <li>--Being to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (industrial Britain – differences between an industrial society and a pre-industrial society).</li> <li>-Compare different sources of evidence to describe living conditions in Manchester and reliability of information</li> <li>-consider the effectiveness of the British Empire and the positive and negative impacts of this rule for different stakeholders</li> </ul>



			<p>-Talk about influential people from the past. -Know about people's contributions to society. -Create fact files about significant people throughout history</p>	<p>Revolution in Manchester. - Recognise that there are reasons why people in the past acted as they did including: Mary Seacole and Samuel Pepys.</p>	<p>(Ancient Egypt and Prehistoric Britain). -Note connections, contrasts and trends over time (make links between the Ancient Egyptians and The Stone Age).</p>	<p>- Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p>	<p>extends pupils chronological knowledge beyond 1066 focusing on: conflict, location, food and farming and society.</p> <p>-Explain how Britain has influenced and been influenced by the wider world in relation to the Battle of Britain</p> <p>-Understand some significant aspects of history – achievements and follies of mankind in political relations in WW2</p> <p>-Begin to identify how periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>-Begin to simply recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</p>	<p>-Select appropriate sources of evidence to substantiate a hypothesis about the conditions for workers in factories at Styal -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 (different views on industrialisation).</p> <p><b><u>Baghdad AD900</u></b> - Describe the social, ethnic, cultural and religious diversity of the Early Islamic Civilisation including a study of Baghdad c. AD 900. -Understand significant aspects of history – nature of ancient civilizations; expansions and dissolution of empires; characteristic features of non-European societies. -Continue to identify how periods studied fit into a chronological framework by noting connections, trends and contrasts over time of the British Empire and the Islamic Empire</p>
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<p><b>Historical enquiry &amp; interpreting evidence</b></p>	<p>- Understand that things that happen in the past are represented in a number of different ways.          - Distinguish between old and new toys          -Study artists and composers to learn about 'old' and traditional tales          -Identify changes in themselves as they use photographic evidence of growing</p>	<p>- Understand that things that happen in the past are represented in a number of different ways.          - Identify some similarities and difference between things now and in the past.          - Explore artefacts and uses them in play.</p>	<p><b><u>Childhood then and now</u></b>          Analyse a variety of artefacts/objects to infer about an individual or event – photos/objects from school's past.</p> <p>-Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p> <p><b><u>Transport</u></b>          -Analyse artefacts to tell us about changes to transport          -Rank types of transport through the timeline to show the changes</p> <p><b><u>Significant people-</u></b>          -Identifying why some individuals are significant and their lasting impact          -Begin to understand what makes someone or something significant.          - Recognise that there are reasons why people in the past acted as they did including: Rosa</p>	<p><b><u>Significant Event</u></b>          -Use artefacts to ask and answer question about the Great Fire of London and the Plague          -Understand and discuss that events were not the same for all groups of people at that time          Use a range of artefacts and sources to find out about the past including Samuel Pepy's diary and artist paintings from the time          -Understanding the difference between primary and secondary sources of information about the Plague          -Make reasoned interpretations about individuals and events by using a small selection of focused sources          -Compare and contrast how people were usually buried and during the plague.</p> <p><b><u>Significant People</u></b>          -Make reasoned interpretations about individuals</p>	<p><b><u>Ancient Egypt</u></b>          -Begin to describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children from sources available</p> <p><b><u>Stone Age/ Bronze Age/ Iron Age</u></b>          -Begin to describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children from sources available          -Understand the reasons behind the change from the Stone Age to Bronze Age to the Iron Age interpreting the developments          -Understand what life was like during the Stone Age by analysing a settlement (Skara Brae).          -Compare and contrast the settlement at Skara Brae with early Mesolithic settlements.          -Understand some of the ways in which people's lives have shaped this nation.</p>	<p><b><u>The Romans=</u></b>          - Questioning the validity of sources and contradictions – Boudicca,          -Identify why Boudicca is such a significant individual for both British and Roman British history          -Identifying why advancements in the Roman times were significant to the development of Britain          -Describe the characteristic features of the past, including ideas and beliefs.          -Understand how the past still influences the present (architecture).          -Use evidence to describe the culture in the past in Roman times          -Use evidence to describe the social hierarchy / society / way of life in the past for Roman Britain</p> <p><b><u>The Greeks</u></b>          -Describe the characteristic features of the past, including ideas and beliefs.</p>	<p><b><u>The Vikings</u></b>          -Use a range of sources and explore artefacts to explain what they tell us about this significant time period.          -Compare and contrast a raid and a conquest          -Use sources as a basis for research from which they will begin to use information as evidence to tell hypotheses.          - discuss and interpret the social, ethnic, cultural, and religious diversity of past societies in the periods          -Identify why the amount of written primary sources varies depending on individual time periods          Romans/Greeks/Anglo-Saxons/Vikings and WW2</p> <p><b><u>Anglo Saxons</u></b>          -Begin to use, interpret, analyse evidence I have gathered about the past. In depth analysis of artefacts from Sutton Hoo          - discuss and interpret the social, ethnic, cultural, and religious diversity of past societies in the periods</p>	<p><b><u>The Victorians</u></b>          -Identifying the significance of Queen Victoria as a British Monarch and their impact on today          -Understanding why others might choose alternative achievements and the reforms benefiting          -Interpreting the achievements of significant individuals as a turning point in British history in the context of then and now – who felt more of their impact, us or them? Focus on the lives of children with reforms to health, education, laws for working conditions in Manchester</p> <p><b><u>Baghdad AD900</u></b>          -Compare different sources of evidence to describe the education and learning in the Islamic Golden Age</p> <p>- Explain why Baghdad was renowned as a centre of learning.</p> <p>-Provide an overview of the characteristic</p>



			<p>Parks and Amelia Earhart. -Tell stories about the past linked to the bus boycott and segregation -Say why people may have acted the way they did linked to segregation and votes for women -Look at some simple evidence to explain the reasons behind people's actions.</p>	<p>and events by using a small selection of focused sources</p> <p><b><u>Industrial Revolution in Manchester</u></b> -Recognise the difference between old and new buildings -Tell stories about the past. -Identify some of the 'basic' ways the past can be represented. -Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>-Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally -Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p>	<p>-Understand how the past still influences the present (architecture). -Know that Ancient Greeks influence the modern politics system. -Use evidence to describe the culture in the past in Ancient Greek times -Use evidence to describe the social hierarchy / society / way of life in the past for Ancient Greeks -Understand some significant aspects of history – the nature of ancient civilizations.</p>	<p>-Use a range of sources and explore artefacts to explain what they tell us about this significant time period. -Identify why the amount of written primary sources varies depending on individual time periods Romans/Greeks/Anglo-Saxons/Vikings and WW2</p> <p>-Use sources as a basis for research from which they will begin to use information as evidence to tell hypotheses. -Begin to select and use suitable sources of evidence to form a hypothesis about the past and the person buried</p> <p><b><u>WW2</u></b> -Understand some of the methods of historical enquiry, how evidence is used to make historical claims. -Use sources as a basis for research from which they will begin to use information as evidence to tell hypotheses. I can begin to understand propaganda and bias in evidence, and that an individual source isn't reliable for WW2 -Identify why the amount of written primary sources varies depending on individual time periods WW2 -Understand and can discuss how</p>	<p>features of Islamic art.</p> <p>- How did travel and exploration help the spread of Islamic beliefs and culture? - Use a map to identify the Silk Roads and other important trade routes during this period.</p> <p>-Suggest reasons for the decline of the empire based on invasions from Mongols and different historical sources of evidence to provide an overview</p>
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							propaganda and bias manipulates evidence.	
<p><b>Understand chronology</b></p>	<ul style="list-style-type: none"> <li>- Begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals and familiar routines.</li> <li>-Look at nursery outdoor area and specific trees that have changed over the year</li> <li>- Put photographs of themselves as a baby and onwards in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals and familiar routines.</li> <li>- Organise images from a story into a plausible chronological order.</li> <li>- Sequence and retell stories.</li> <li>- Know that they and the world around them change with the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>-begin to place events and artefacts on a timeline linked to homes, toys and travel</li> <li>-Sequence photos/artefacts from different time periods.</li> <li>-Begin to discuss using words like: past, present, older, newer.</li> <li>-Talk about changes in my own life.</li> <li>-Begin to recognise changes to Well Green in living memory and how school is different now</li> <li>-List main events from the lives of significant people throughout history and order them on a time line.</li> <li>-Summarise the main events from significant events- the first flight and place in a sequence</li> <li>-Understand how to put people, events and objects in order of when they happened, using a scale.</li> <li>-Sequence a set of events (using a simplified timeline).</li> </ul>	<p><b>Significant Events</b></p> <ul style="list-style-type: none"> <li>- place events and artefacts on a timeline linked to the Plague and Great Fire and refer to their timings</li> <li>-Sequence a set of events that happened in London</li> <li>-List some events from the Black Death and put them in a time line.</li> <li>-Demonstrate a basic understanding of why certain events happened at certain times with some reasoning</li> </ul> <p><b>Significant People</b></p> <ul style="list-style-type: none"> <li>-Label timelines with words like: past, present, older, newer, and key dates for Crimean War and FN/ Mary Seacole</li> <li>-Identifying and comparing people from different periods of time</li> </ul> <p><b>Industrial Revolution in Manchester</b></p> <ul style="list-style-type: none"> <li>-Begin to describe simple changes in Manchester linked to Lowry and life 100 years ago</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to place events, artefacts and historical figures on a timeline using dates.</li> <li>-Use language linked to the period of time to describe how long ago it was</li> <li>-Begin to understand the concept of change over time using evidence for different periods in history</li> <li>I can begin to use dates and time periods to describe events in Ancient Egypt</li> <li>-Placing early civilisations into chronological context – in-depth Ancient Egyptians</li> <li>I can begin to use dates and time periods to describe events in Iron Age to Stone Age</li> <li>-Placing Stone, Bronze and Iron Ages into wider contexts</li> <li>-Explain the change between hunter-gather to permanent settlers.</li> <li>-Compare and contrast the settlement at Skara Brae with early Mesolithic settlements.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently place events, artefacts and historical figures on a timeline using dates for the Roman Empire and Greek civilizations</li> <li>-Begin to understand the concept of change over time using evidence to describe the impacts of the Greek civilization and the changes made by the Roman Empire</li> <li>I can confidently use dates and time periods to describe events in Ancient Civilization of Greece and the Roman Empire</li> <li>-Use specialist dates and terms and place topics studied into different periods (century, decade, Roman, BC, AD).</li> <li>-Placing early civilisations into chronological context –Ancient Egyptians</li> <li>-Placing the Ancient Greeks into the wider context of historical chronology</li> <li>-Placing Ancient Romans and Roman Britain into</li> </ul>	<p><b>The Vikings</b></p> <p><b>Anglo Saxons</b></p> <p><b>WW2</b></p>	<p><b>The Victorians</b></p> <ul style="list-style-type: none"> <li>-Placing the British monarchy into chronological context and its legacy and impact today</li> <li>-Make observations about changes to daily life for Victorians in Manchester under the rule of Queen Victoria</li> <li>-Describe the difference between the lives of the rich and the poor in the Victorian era.</li> <li>-Describe the impact of the industrial revolution.</li> <li>-Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end.</li> <li>-Organise and sequence information about reforms introduced to improve conditions</li> </ul> <p><b>Baqhdad AD900</b></p> <ul style="list-style-type: none"> <li>-Confidently describe the main changes in a period of history, using terms: social, religious, political,</li> </ul>



				<ul style="list-style-type: none"> <li>-Make simple conclusions about 'then and now' referring to evidence in images</li> <li>Develop knowledge of the development of Manchester over time with development of transportation/ factories leading to the growth of Manchester and surrounding area; linked to industrial revolution, growth of local economy and growth of settlements</li> <li>-Demonstrate a basic understanding of why certain events happened at certain times with some reasoning</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to know that a timeline can be divided into BCE (Before Common Era) / BC (Before Christ) and CE (Common Era) / AD (Anno Domini) and start to label</li> <li>-Note connections, contrasts and trends over time from Bronze Age to Iron Age</li> <li>Using a timeline and historical language, including the word 'chronology', describe the changes taking place in this era.</li> </ul>	<p>the wider context of historical chronology</p> <ul style="list-style-type: none"> <li>-Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</li> </ul>		<p>technological, cultural</p> <ul style="list-style-type: none"> <li>-Compare and contrast concepts and periods of change within history, representing them on a timeline.</li> </ul> <p>I can use dates and time periods accurately to describe the rise and fall of the Islamic Empire</p> <ul style="list-style-type: none"> <li>- Identify the location of Baghdad on a map. Annotate the map with important dates and information of events</li> </ul> <p>-Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <ul style="list-style-type: none"> <li>-Placing Early Ancient Civilisation into chronological context and in direct comparison with other eras</li> </ul>
<b>Communicate historically</b>	<ul style="list-style-type: none"> <li>- Understand that certain words and phrases can be used to express historical understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that certain words and phrases can be used to express historical understanding.</li> <li>- Talk about significant events from their own experiences.</li> <li>- Use vocabulary to express the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>-Sort events or objects into groups (i.e. then and now.)</li> <li>Use timelines to order events or objects.</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> <li>To show what they know and</li> </ul>	<ul style="list-style-type: none"> <li>-Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling</li> </ul>	<ul style="list-style-type: none"> <li>-To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills.</li> <li>To use some special terms like monarch, settlement, invasion and civilization.</li> </ul>	<ul style="list-style-type: none"> <li>-To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills.</li> <li>To use some special terms like monarch, settlement, invasion civilization</li> </ul>	<ul style="list-style-type: none"> <li>-To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using digital skills.</li> <li>To begin to use dates and terms to do with the passing of time, e.g. century, decade, BC, AD, when they</li> </ul>	<ul style="list-style-type: none"> <li>-To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills.</li> <li>To use dates and terms to do with the passing of time, e.g. century, decade, BC,</li> </ul>



			understand about the past in different ways, e.g. speaking, roleplay, drawing, or writing.	including digital skills.		and peasantry.	write down the knowledge and understanding of what they have learned. To understand and use special words correctly, e.g. invasion, settlement, monarch, trade. To begin to produce structured writing, making appropriate use of the dates and special words which they know and understand.	AD, when they write down the knowledge and understanding of what they have learned. To understand and show mastery of special words e.g. invasion, settlement, monarch, trade. To begin to produce structured writing, making appropriate use of the dates and special words which they know and understand using sophisticated historical vocabulary e.g. empire, civilization, parliament and industrialization Plan and present a self-directed project or research about the studied period.
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