

History Curriculum Progression Document

History Intent

Our young historians are curious about the past. They develop a coherent knowledge and understanding of the history of our local area, Britain and the wider world - gaining a mature and informed historical perspective. With a strong focus on key vocabulary, pupils develop valuable and life-long skills as they learn how to ask questions and interpret the past. They are equipped with the ability to research, consider evidence and argue a point of view. As they progress through school, pupils develop a secure understanding of chronology, the causes of historical events and the impact that these have had. Highlighting the significance of history, pupils are immersed in the fascinating changes that have taken place in past societies and how their beliefs, cultures and actions have influenced our lives today.

Nursery						
Content	Amazing Autumn	Fabulous Festivals	Wonderful Winter	Splendid Spring	Super Summer	Seaside Fun
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological knowledge and understanding	<p>Commenting on photos of their family; naming who they can see and what relation they are to them.</p> <p>Begin to make sense of their own life-story and family's history-My immediate family and friends</p> <p>Special celebrations: Harvest Festival</p>	<p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Show interest in different occupations- Talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>Special celebrations: Diwali and Christmas</p>	<p>Special celebrations: Chinese New Year</p> <p>Homes for me and my family-the three little pigs</p>	<p>Changes in living things – changes in the leaves, weather and seasons.</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Special celebrations: Easter/ Mothers day</p>	<p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p>	<p>Seaside's long ago – Magic Grandad</p> <p>Share non-fiction texts seaside/ seaside environments.</p> <p>Special celebrations: Eid/ Father's day</p>
Historical Interpretation			Use image, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what			



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			children say about what they see.			
Historical concepts (change/continuity, cause/consequence, similarity/difference and significance)						Similarities and difference Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
Terms/ Vocabulary	Family Job Birthday Harvest	Family Job Christmas Long ago	Old New home	Clothing Weather Seasons Changes	Transport	Seaside Similarities Differences
	Reception					
Content	Amazing Autumn	Fabulous Festivals	Wonderful Winter	Splendid Spring	Super Summer	Seaside Fun
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronological knowledge and understanding	<p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Introduce children to difference occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussions between themselves regarding their experiences of past birthday celebrations.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Talking about occupations and how to identify strangers that</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Special celebrations: Chinese New Year, Shrove Tuesday, Ash Wednesday</p>	<p>Can children make comments on the weather, culture, clothing and housing?</p> <p>Changes in living things – changes in the leaves, weather and seasons.</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Special celebrations: Holy Palm Sunday, Easter and the start of Ramadan.</p>	<p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Take children to places of worship and places of local importance to the community.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Seaside's long ago – Magic Grandad</p> <p>Share non-fiction texts seaside/ seaside environments.</p> <p>Special celebrations: Eid</p>



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	Long ago – How time has changed. Special celebrations: Harvest Festival	can help them when they are in need. Special celebrations: Diwali, Hannukah and Christmas				
Historical Interpretation		Show photos of how Christmas used to be celebrated in the past.	Use image, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.		Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.	Learn about what a palaeontologist is and how they explore really old artefacts.
Historical concepts (change/continuity, cause/consequence, similarity/difference and significance)	Similarities and difference Can draw similarities and differences between other families.				Similarities and difference Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.	Similarities and difference Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
Terms/ Vocabulary	Family Real Fiction Job Occupation Transport Past Birthday Celebration Time Long ago Similarities Differences	Family Culture Real Fiction Job Occupation Transport Past Christmas Celebration Time Long ago	Events Order Celebrations	Culture Clothing Housing Changes Seasons Celebrations	Transport Homes Places of worship Local Important Community Celebrations Similarities Differences	Dinosaurs Palaeontologist Artefacts Environment A very long time ago Seaside Non-fiction Fiction Similarities Differences



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	Year 1			Year 2		
Content	Wonder Women Autumn 2	Toy Story Spring 2	The Grand Old Duke of York Summer 2	All aboard! Autumn 1	Around the world in 80 days Spring 1	London's Burning Summer 1
Enquiry question	Who are significant British women?	How have toys changed over time?	Does Wakefield have a castle?	How was the invention of the steam engine significant to life in Yorkshire?	Which famous explorer had the most impact on the world?	Was the Great Fire of London a disaster?
Chronological knowledge and understanding	<p>Develop an awareness of some important women in British history.</p> <p>Use common words and phrases relating to the passing of time, such as: past and present.</p>	<p>Develop an awareness of the recent past by exploring the history of toys in living memory, placing artefacts on a timeline.</p> <p>Use common words and phrases relating to the passing of time, such as: then, now, past, present, old, new and recent.</p>	<p>Develop an awareness of the chronology of buildings in Wakefield, including Sandal Castle, placing them in order on a timeline.</p> <p>Use common words and phrases relating to the passing of time, such as: past, present, older and newer.</p> <p>Understand which buildings in our locality are significant.</p>	<p>Use 'then', 'now', 'past' and 'present' to refer to train of the past and trains now.</p> <p>Show where people and places fit into a time line of train travel in Yorkshire.</p> <p>Understand the connections between trains, seaside holidays and local rhubarb.</p>	<p>Use 'past', 'present', 'before' and 'after' to refer to explorers of the past.</p> <p>Show where our four explorers fit into a time line.</p> <p>Identify similarities / differences between periods and ways of life at different times by understanding the clothes, ways of travelling and the challenges faced by the four explorers through time.</p>	<p>Show where people, places, events and artefacts fit into a time line of the event.</p> <p>Understand the context of Stuart Britain, including the plague and the importance of London.</p> <p>Begin to use dates where appropriate. Remember the date of the fire.</p>
Historical Enquiry	<p>Ask questions such as: What was it like for them? What happened? How long ago?</p>	<p>Ask questions such as: How long ago were they made?</p>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Observe or handle evidence (such as accounts, maps and images) to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for</p>	<p>Use eyewitness accounts, maps and images to ask questions and find answers about who was responsible for the spread of the fire.</p> <p>Ask questions such as: What was it like for people? What</p>



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					people? What happened? How long ago?	happened? How long ago?
Historical Interpretation	Use artefacts, pictures, stories to find out about the past.	Observe or handle evidence to ask questions and find answers.	Use artefacts, pictures, stories and online sources to find out about the past. Understand that reconstructions of Sandal Castle show what experts think the castle looked like.	Research using information texts to find out about the invention of trains and George Stephenson. This may include online sources.	Use artefacts, pictures, stories, online sources and databases to find out about the past.	Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify that there may be different viewpoints about what or who caused the spread of the fire. Discuss both the damage caused by the fire and the longer term benefits.
Historical concepts (change/continuity, cause/consequence, similarity/difference and significance)	Significance Describe significant women from the past by making simple observations about who was important and why. Similarities and difference Make simple observations about the different impacts they had on England in their time.	Significance Describe significant toys from the past by making simple observations about who was important and why. Similarities and difference Make simple observations about the different impacts they had on England over time. Change and continuity Discuss change and continuity in toys by exploring similarities and differences between toys now and from the past.	Significance Describe Sandal Castle as significant to local history by making simple observations about why it was important. Cause and consequence Understand the meaning of the Grand Old Duke of York rhyme, linking this to significant events and people. Similarity and difference Make simple observations about the lives of the rich and poor, including what their lives would have been like in Sandal Castle.	Change and continuity Discuss change and continuity in trains and travel. Similarity and difference Identify similarities and differences between trains and holidays in the Victorian times and now. Significance Describe the invention of the steam engine as a significant event locally and nationally. For example, in a simple historical account.	Cause and consequence Recognise why explorers travelled internationally and what happened as a result of their actions. Similarity/difference Make simple observations about the clothing worn by the four explorers and the ways that they travelled. Make simple observations about the challenges faced by the four explorers, focussing on how they needed to overcome the barriers of the times that they lived in.	Change and continuity Understand the changes that King Charles II made to London and the reasons for these choices. Cause and consequence Recognise why people acted as they did, how the fire spread and what the result was for London. Understand that an initially small event had a major unplanned result. Understand that disasters can have benefits in the longer term and discuss these. Significance



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					Significance Describe significant explorers from the past by making simple observations about why they were significant nationally and internationally.	Describe the Great Fire of London and significant people by making simple observations about important facts, places, who was important and why. For example, in a simple historical account.
Terms/ Vocabulary	Artefact Celebration Country Decades Local Monarchy National Queen Past Peace Power Significant War	Artefact Celebration Decades Past Technology Advancements Similar Different More recent In the past	Bailey Castle Centuries Drawbridge Duke Medieval Moat Motte Tower	Centuries Inventor Local Nation Power Significant Steam engine Railway Transport	Barrier Capital Centuries Challenges City Decades Explorer International Merchants National Shuttle Significant Transport Village Voyage Voyager	Capital Centuries Disaster Eyewitness Flammable London Monument Nation Power Significant Trade
	Year 3			Year 4		
Content	Tomb raiders Autumn 2	Land Invaders Spring 2	Fierce Farmers Summer 2	Sea Crusaders Autumn 1	The Victorian Empire Spring 1	Yorkshire Crime and Punishment Summer 2
Enquiry question	How did Ancient Egyptian beliefs impact their lives?	What impact did the Romans have on life in Britain?	Did the Anglo-Saxons destroy Roman Britain by the end of their 600 years?	Ruthless killers or peaceful settlers: How easy was it for the Vikings to settle in Anglo-Saxon Britain?	How did advances in the Victorian era change daily life?	Should all of the 'crimes' from the past have been illegal?
Chronological knowledge and understanding	Begin to understand the concept of BC and AD by placing the Ancient Egyptian civilisation on a	Understand the impact of the Roman invasion of Britain over time by placing key invents on a timeline using dates: the	Understand who the Saxons were and when, how and why they arrived in Britain.	Understand key events associated with the Viking raids including the impact on monasteries.	Develop a secure knowledge of Victorian inventions and how they impacted Victorian life.	Continue to develop chronologically secure knowledge of national history by recalling the



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	<p>timeline with other known events, including the nativity story and the Great Fire of London, and other ancient civilisations.</p> <p>Understand that Ancient Egypt was a complex and highly civilised society with complex belief systems that included gods, animals, buildings and their attitudes towards death.</p>	<p>invasion, Boudicca's resistance, the settlement of York and the building of Hadrian's wall.</p> <p>Describe the chronology of events using 'decades' and 'centuries'.</p>	<p>Understand how the Anglo-Saxons changed and contributed to the make-up of Britain by investigating how Britain changed under their rule using artefacts and maps.</p>	<p>Understand the concept of the chronology of succession throughout this period by placing key events and people on a timeline, including dates where appropriate.</p>	<p>Understand how education for working class children changed over the Victorian era by representing this on a timeline, using dates and evidence of key changes and laws.</p>	<p>social contexts of periods already studied.</p> <p>Understand the change in perception of crimes over time, considering how social values have developed and attitudes have changed.</p>
Historical Enquiry	<p>Use evidence to ask questions and find answers to questions about the Ancient Egyptian civilisation.</p>	<p>Interpret written texts, ruins and other artefacts to come to conclusions about the Roman Army and life in the Roman Empire.</p>	<p>Use the charter from King Edgar granting land to his Thane Ælfhere to ask questions about how land would be used in Anglo-Saxon Britain.</p> <p>Investigate artefacts found at Sutton Hoo to answer questions about daily life in Anglo-Saxon society.</p>	<p>Use accounts of Viking raids and life, including Anglo-Saxon chronicles, stories and representations in paintings to ask and answer questions about this period of British history.</p>	<p>Use more than one source of evidence to ask questions and find answers to questions about the past, including census data, photographs, posters, artefacts and maps.</p> <p>Use adverts, photographs and posters to understand the impact of Victorian technological advances on daily life.</p>	<p>Use evidence, including artefacts and newspapers, to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>
Historical Interpretation	<p>Be aware that there is a range of evidence to help us piece together the lives of Ancient Egyptians but there are many gaps in this evidence.</p>	<p>Consider the reliability of first-hand accounts of the Roman invasion and the British resistance.</p>	<p>Use contemporary Saxon poem 'The Ruin' as evidence of the Saxon invasion of Britain and consider why this account may differ from a Roman account of the invasion.</p>	<p>Investigate accounts of Viking raids such as Anglo-Saxon chronicles, stories and representations in paintings, considering the reliability of some of the accounts of Anglo-Saxons</p>	<p>Be aware that different accounts of Victorian life exist (including photographs, adverts and posters) and consider their reliability.</p>	<p>Be aware that different accounts of historical events involving crime and punishment may exist and begin to suggest reasons why the accounts may differ.</p>



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				and Vikings and why these may differ. Make informed judgements about quality of life in Anglo-Saxon and Viking groups.		
Historical concepts (change/continuity, cause/ consequence, similarity/ difference and significance)	<p>Significance Identify the significance of animals and Gods to Ancient Egyptian religion and identify how their daily lives were impacted by their religious beliefs.</p> <p>Understand the achievements of the Ancient Egyptians as an early civilisation, focussing on their buildings and the reasons for them.</p>	<p>Cause and consequence Give reasons for the Roman invasion of Celtic Britain and consider the results for the local city of York and the wider nation.</p> <p>Similarity and difference Describe the characteristic features of Roman Britain, including their army, beliefs and settlements.</p> <p>Significance Identify historically significant Roman emperors and Boudicca, a key individual in the British resistance.</p>	<p>Change and continuity Understand the key changes that the Anglo-Saxons made to investigate their impact on Britain.</p> <p>Explore the Saxon conversion to the Christian religion of Roman Britain.</p> <p>Cause and consequence Identify the consequences of the Anglo-Saxons invasion for Romano-British people.</p> <p>Similarity and difference Describe the characteristic features of daily life in Anglo-Saxon Britain, including skills, experiences and beliefs.</p>	<p>Change and continuity Describe the legacy of the Anglo-Saxons and the Vikings, considering evidence of their contribution to life in Britain today.</p> <p>Understand the changes in the religious life of the Anglo-Saxons and the Vikings.</p> <p>Similarity and difference Describe the key characteristics and differences of Anglo-Saxon and Viking societies, including attitudes and values and the roles of sections of the population.</p> <p>Significance Identify Alfred the Great, Athelstan, first king of England and Edward the Confessor as significant figures in shaping England.</p>	<p>Change/ continuity Understand how education for working class children changed over the Victorian era by representing this on a timeline, using dates and evidence of key changes and laws.</p> <p>Similarity and difference Compare the similarities and differences between rich and poor homes to understand social diversity in the Victorian era and the experiences of middle class and working class families.</p> <p>Compare the Victorian Empire with the Roman Empire.</p> <p>Significance Identify Prince Albert and the Great Exhibition of 1851 as historically significant in showcasing British technology and funding important museums.</p>	<p>Change and continuity Describe changes that have happened in the locality of the school throughout history.</p> <p>Describe and make links between main events, situations and changes within and across different periods/societies.</p> <p>Cause and consequence Identify and give reasons for, and results of, the main attitudes and changes towards crime and punishment.</p> <p>Similarity and difference Describe the social diversity of past societies.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes towards crime and the experiences of those that committed them.</p>



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Terms/ Vocabulary	Ancient Civilisation Divine Kingship Medicine Gods/ goddesses Pharaoh Religious beliefs Significance Temple Tomb	Conquest Emperor Empire Forum Invade Latin Military Peasant Pharaoh Resistance Settlement Significant Slave	Invade Settlement Trade Tribe Kingdom Migration Monk Resistance	Conquest Conquer Invade Merchant Myths Settlement Society Trade Voyage	Class Colonies Common Wealth Conquered Crystal Palace Cultural Empire Era Great Exhibition Industrial Inequality International National Pollution Poverty Reform Revolution Social Trade	Arrest Court Crime Local National Prisoner Punishment Regional Social Trial
	Year 5			Year 6		
Content	Eureka! Autumn 1	The lost people of the rainforest Spring 1	Wonderful Wakefield Summer 1	Prehistoric Progress Autumn 2	Blitz and Blackout Spring 2	The American Dream Summer 2
Enquiry question	Which aspect of Ancient Greek life is the most influential to our lives today?	How were the Maya different to us?	Why is Wakefield important?	What was the most significant development for early humans from the Stone Age to the Iron Age?	Is the Blitz all that we need to know about WW2?	What, or who, could be considered the most controversial aspect of the history of North America?
Chronological knowledge and understanding	Show knowledge of aspects of life in Ancient Greece, including education, governance of city states and entertainment. Understand how life in Ancient Greece is	Understand how the Maya fit in to a wider chronological pattern of other civilisations and periods. Understand the key aspects of Mayan culture, including their religious beliefs and resourceful	Understand the concepts of continuity and change in Wakefield's mining history over time, representing this with evidence on a time line. Use dates and terms accurately in describing events.	Describe the technological and economic changes from the Stone Age to the Iron Age. Understand the concepts of continuity and change over time. Represent these with evidence on a time line using dates and terms accurately.	Understand the timeline of key events from the start of the war. Consider how the Blitz and the rest of the world relate to these events. Identify WW2 as a period of rapid social and economic change	Describe the main changes in the social, political and cultural history of North America. Identify periods of rapid change in American civil rights and contrast these with times of little



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	different from that in the UK today. Identify the most important legacy of the Ancient Greeks, giving reasons.	use of the environment around them.			in the role of women and contrast this with a time of relatively little change in a period already studied.	change in the history of segregation.
Historical Enquiry	Select and combine information from different sources about the recent past and Ancient Greece.	Use maps, archaeological sites and artefacts to deduce information about the Mayan civilisation.	Use local buildings, newspapers, photographs, maps, artefacts and other historical data to deduce information about the local past. Begin to select suitable sources of evidence, giving reasons for choices.	Use primary sources (key artefacts and historical sites) to deduce information about the past. Use an artefact to form a testable hypothesis (a theory based on fact/prior knowledge) about the past.	Research the role of people from Britain and the British Empire using a range of websites.	Select suitable sources of evidence of the slave trade in North America, giving reasons for choices. Use sources of information to form testable hypotheses about Thomas Jefferson's role in the slave trade.
Historical Interpretation	Consider how myths and legends represent the Ancient Greek civilisation and the different ways that these can be interpreted. Understand that no single source of evidence gives the full answer to questions about the past and that archaeologists/historians can have differing interpretations.	Understand the difficulty of making conclusions about the past using only material remains. Use primary sources to consider key aspects of Mayan life and culture and begin to justify their own opinions.	Understand that the past is represented and interpreted in different ways and give reasons for this, including the time that has passed since medieval Wakefield and the viewpoints of the miners. Understand that no single source of evidence gives the full answer to questions about the past and that archaeologists and historians can have differing interpretations.	Understand that no single artefact gives the full answer to questions about this period. Understand that archaeologists can have differing interpretations of prehistory based on what is not known. Understand that archaeologists over time have interpreted Stone Age history in different ways and give reasons for this, considering the impact of technology and science in the analysis of the Cheddar Man.	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that our knowledge of the impact of the war is constructed from a range of sources and that no single source of evidence gives the full answer to questions about the past.	Examine and interpret the descriptions of Native Americans written by European settlers. Examine the opinions of King George III and Thomas Paine on the War of Independence and consider how each individual might be attempting to give a specific viewpoint.
Historical concepts (change/continuity, cause/consequence,	Similarity and difference Identify some of the similarities and	Similarity and difference Compare Mayan letters, numbers, trade, religion	Change and continuity Identify continuity and change in the history of	Change and continuity Describe and make links between the different	Similarity and difference Compare the similarities and	Cause and consequence Identify and give reasons for, and results of, the history of slavery in the



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<p>similarity/ difference and significance)</p>	<p>differences between life in Athens and Sparta and report their findings to the rest of the class.</p> <p>Describe similarities and differences between our lives and the lives of the Ancient Greeks, including education, governance and entertainment.</p> <p>Show some understanding of how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today.</p> <p>Significance Understand the concept of Ancient Greek legacy and consider why some aspects of their civilisation are seen as more significant than others.</p>	<p>and past times with those of modern Britain.</p> <p>Significance Understand the significance of cacao to Mayan life and culture.</p> <p>Learn about the ancient Mayan ball game and its cultural significance.</p>	<p>Wakefield, the locality of the school.</p> <p>Cause and consequence Begin to offer explanations about why inspirational women from Wakefield acted as they did.</p> <p>Similarity and difference Describe the characteristic features of the past, including the experience of miners, women and trade in Wakefield.</p> <p>Significance Give reasons why some events, people or developments are seen as significant in Wakefield.</p>	<p>periods of the Stone Age, Bronze Age and Iron Age.</p> <p>Significance Give reasons why some developments are seen as more significant than others.</p>	<p>differences between the experiences of British civilians and the experiences of British enemies.</p> <p>Change and continuity Contrast the change in the role of women in WW2 with the role of women in the broader chronological context of a period already studied.</p> <p>Significance Give reasons why some events, people or developments are seen as more significant than others during the war.</p>	<p>United States. Where appropriate, give more than one reason or result.</p> <p>Begin to offer explanations about why people in the past acted as they did. This may include the actions of Ruby Bridges, Rosa Parks and Martin Luther King Jr.</p>
<p>Terms/ Vocabulary</p>	<p>Ancient Democracy Civilisation Citizens Culture Justice Laws Modern Parliament</p>	<p>Ancient Civilisation Cacao Global International Mesoamerican Society Trade</p>	<p>Community Medieval War of the Roses Local Regional National Social</p>	<p>Artefact Fossil Homo Sapiens Homo Neanderthalensis (Neanderthals) Hunter-gatherer Knapping Migration Nomadic Prehistory</p>	<p>Alliance Allied powers Appeasement Axis powers Civilians Community Conflict Dictator Empire Fascism</p>	<p>Civil Rights Colonisation Democracy Emancipation Empire Equality Government Immigration Liberty Merchants</p>



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