

Progression in History

Skills	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)	As All Saints' Pupils make the transition to secondary school we want them to be able to . . .
Chronological Understanding	Pupils should be able to remember and talk about significant events in their own experience. Children can: Recognise and describe special times or events for family or friends. e.g. celebrate birthdays, weekend news. It's a celebration - Learning about Christmas and Diwali, focusing on their meanings, customs and celebrations.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can: -sequence artefacts and events that are close together in time -order dates from earliest to latest -sequence pictures from different periods -use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. Fire fire - Sequencing of events in The Fire of London Prehistoric Predators- Developing an understanding of the Jurassic period through timeline work.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: -sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time -understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Tomb Raiders -Exploring the timeline of the discovery of Tutankhamun's tomb. Megastructures - Developing an understanding of the timeline of megastructures across the world. Stone Age Survival - Building a chronological timeline from the Stone Age to the Roman period. Top Gear - Pupils will develop their chronological understanding by sequencing key developments in transport on a timeline, using dates and time-related vocabulary to show how transport has changed over time. Celts and Romans - Understanding how the Roman Empire spread and changed over time within a historical timeline. Saxons and Vikings - Pupils will learn about the transition from the Romans to the Saxons and Vikings, placing these periods on a timeline to develop a secure understanding of chronology and how Britain changed over time.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: -order an increasing number of significant events, movements and dates on a timeline using dates accurately -accurately use dates and terms to describe historical events -understand and describe in some detail the main changes to an aspect in a period in history. Terrible Tudors - Understanding the religious changes during the Tudor period and the Reformation. Sun, Moon and Stars - Exploring the timeline of the Space Race. Faster, Higher, Stronger - Placing Ancient Greece within a world history timeline and recounts the events of the Trojan War. Back to the future - Travelling through history, from the age of dinosaurs to early Islamic civilisations.	Through our History curriculum we aim to inspire a passion for learning about the past. Children will leave with a knowledge and understanding of historical events locally, nationally and internationally and how they have impacted on our lives today. They will develop questioning skills that enable them to use historical evidence as a source of information.

Range and Depth of Historical Knowledge	Pupils should talk about past and present events in their own lives and in the lives of family members. Children can: -create a display of family photos to encourage discussion. Marvellous me - Exploring family history to develop understanding of the past.	Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: -recognise some similarities and differences between the past and the present -identify similarities and differences between ways of life in different periods -know and recount episodes from stories and significant events in history -understand that there are reasons why people in the past acted as they did -describe significant individuals from the past. Explorers - Exploring the voyages of Christopher Columbus and other explorers, developing understanding of their significance and impact on the world. Dream Big - Explores inspirational figures through 'Little People, Big Dreams', linking their achievements to Computing, Art, and other subjects. Mr Men Come to Maldon -Studying local historical figure Edward Bright and his significance in Maldon's history. Lights Camera Action - Studying the work and influence of Walt Disney and Charlie Chaplin. Shiver me Timbers- Learning about famous explorers and pirates, including Sir Francis Drake, Ching Shih, Blackbeard, and Anne Bonny. Fire Fire - Exploring the Great Fire of London and the eyewitness accounts of Samuel Pepys. Pupils will explore life before, during, and after the Great Fire of London through a workshop, using sources to identify key features and compare past and present.	Pupils should note connections, contrasts and trends over time. Children can: -note key changes over a period of time and be able to give reasons for those changes -find out about the everyday lives of people in time studied compared with our life today -explain how people and events in the past have influenced life today; -identify key features, aspects and events of the time studied -describe connections and contrasts between aspects of history, people, events and artefacts studied. Tomb Raiders - Learning about Howard Carter and the discovery of Tutankhamun's tomb, alongside exploring Ancient Egyptian society, mummification, their gods, and the landscape. Antarctic Adventure - Exploring Ernest Shackleton's Antarctic expedition. Saxons and Vikings – We will find out about the arrival of the Saxons and Saxon life in Maldon, learn who the Vikings were and how they invaded England in longships, and study the Battle of Maldon, including Byrhtnoth, through a battle reenactment. Celt and Romans - Pupils will learn about the Romans by first exploring the historical context of the Iron Age, then studying the spread of the Roman Empire, the Roman army, and Roman gods, as well as Boudica's role in its history. Stone Age Survival - Pupils will study Neolithic hunter-gatherers, Skara Brae, the Bronze Age, and the Iron Age, using timelines to place these periods in context. They will explore grave goods to understand the past and identify key features, changes, connections, and contrasts over time, including how life then compares with today.	Pupils should note connections, contrasts and trends over time. Children can: -identify and note connections, contrasts and trends over time in the everyday lives of people -use appropriate historical terms such as culture, religious, social, economic and political when describing the past -examine causes and results of great events and the impact these had on people -describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Terrible Tudors - Learning about the experiences and influence of women under Henry VIII. The Empire - Learning about the impact of Queen Victoria, Darwin, Brunel and Telford on history and society. We'll Meet Again - Exploring WWII language and strategies, with a practical air raid shelter project. Sun, Moon and Stars - Explores the achievements of Neil Armstrong and Buzz Aldrin, compared with modern astronauts like Tim Peake. Back to the Future - Exploring different periods in history, from the age of the dinosaurs to the Early Islamic Civilisation.	
--	--	--	--	--	--

		Towers, Turrets and Tiaras - Exploring castles across the UK and their key features. Toymakers -Studying the evolution of and comparing toys from the Victorian period to today Oh I do like to be beside the Seaside - studying how seaside holidays in the past differ from those in the present.			
Interpretations of History	Pupils should talk about current events in their lives supported by photographs, videos and stories. e.g. Tapestry Marvellous me - Using family history as a lens for interpreting historical events and experiences.	Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: -start to compare two versions of a past event -observe and use pictures, photographs and artefacts to find out about the past -start to use stories or accounts to distinguish between fact and fiction -explain that there are different types of evidence and sources that can be used to help represent the past. Fire fire - Learning how the Great Fire of London spread and interprets its significance through remaining monuments. Mr Men come to Maldon - Discovering Maldon through a walk highlighting Edward Bright's residence and local landmarks. Prehistoric predators- Learning about various explanations for the extinction of dinosaurs. Dream Big - Investigating the past by examining artefacts at the Museum of Power Shiver me timbers -We will explore what life was like for pirates through a hands-on artefacts workshop, inspired by a visit from a real-life pirate.	Pupils should understand how our knowledge of the past is constructed from a range of sources. Children can: -look at more than two versions of the same event or story in history and identify differences. -investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Tomb Raiders - Exploring Tutankhamun's tomb to interpret what it reveals about Ancient Egyptian life. Saxons and Vikings - Exploring the Battle of Maldon to interpret the events and significance of the conflict. Celts and Romans - Mapping Boudicca's journey to interpret her actions and impact in history. Antarctic Adventure - Exploring Ernest Shackleton's Antarctic expedition to interpret historical events and challenges.	Pupils should understand how our knowledge of the past is constructed from a range of sources. Children can: -find and analyse a wide range of evidence about the past -use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past -consider different ways of checking the accuracy of interpretations of the past -start to understand the difference between primary and secondary evidence and the impact of this on reliability -show an awareness of the concept of propaganda -know that people in the past represent events or ideas in a way that may be to persuade others -begin to evaluate the usefulness of different sources. We'll Meet Again - Explores Second World War propaganda and its impact through a visit to Maldon Combined Military Services Museum. Faster, Higher, Stronger - Exploring Greek myths and legends. Holes - Writes diaries and letters inspired by <i>Holes</i> by Louis Sachar. Back to the future - Investigating possible causes of dinosaur extinction.	

Historical Enquiry	Pupils should answer 'how' and 'why' questions about their experiences and in response to stories or events. It's a celebration- Exploring real-life events to help children develop historical enquiry skills. Community champions - Engaging with local community visitors, asking questions to investigate their roles and experiences.	Pupils should ask and answer questions, using other sources to show that they know and understand key features of events. Children can: -observe or handle evidence to ask simple questions about the past -observe or handle evidence to find answers to simple questions about the past on the basis of simple observations -choose and select evidence and say how it can be used to find out about the past. Explorers - Using maps to explore and ask questions about Columbus's journeys. Fire fire - Using research and enquiry to explore the Great Fire of London, sharing knowledge via PowerPoints. Towers, Turrets and Tiaras - Investigating a castle's history and features during a visit to a local castle. Dream Big - Investigating the lives of inspirational people through enquiry and questioning Prehistoric Predators -Researching prehistoric predators and presenting information through fact files.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: -use a range of sources to find out about the past -construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information -gather more detail from sources such as maps to build up a clearer picture of the past -regularly address and sometimes devise own questions to find answers about the past -begin to undertake their own research. Antarctic Adventure - Learning about Shackleton through enquiry, exploring the Antarctic campsite in the book. Tomb Raiders - Researching Ancient Egypt using Chromebooks and present findings on Google Slides. Celts and Romans - Researching Celts and Romans to create a Wiki page. Stone Age Survival - Pupils investigated the Stone Age using a range of sources, focusing on grave goods and the ruins of Skara Brae to explore what they reveal about life in the past.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: -recognise when they are using primary and secondary sources of information to investigate the past -use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites -select relevant sections of information to address historically valid questions and construct detailed, informed responses -investigate their own lines of enquiry by posing historically valid questions to answer. Terrible Tudors - Comparing Tudor food, homes, work, punishment, and economy with today to develop historical enquiry skills. Back to the future - Investigating Cleopatra's leadership and asking whether she was an effective ruler. Faster, Higher, Stronger - Examining Greek columns to explore architectural style and cultural significance. The Empire - Developing enquiry skills by studying Victorian sites and how Maldon has changed over time.	
Organisation and Communication	Pupils should begin to use relevant vocabulary to discuss past events. Children can:	Pupils should use a wide vocabulary of everyday historical terms. Children can:	Pupils should develop the appropriate use of historical terms. Children can:	Pupils should develop the appropriate use of historical terms. Children can:	

	-talk about past events -discuss pictures and photos of past events -use drawings to communicate their understanding Use drama/role-play to communicate their knowledge of the past. Wings strings and wiggly things - Communicating and organising ideas about how we have changed during the school year. Wings strings and wiggly things - Exploring the work of a past artist, such as Matisse, and describing ideas clearly.	-show an understanding of historical terms, such as monarch, parliament, government, war, remembrance -talk, write and draw about things from the past -use historical vocabulary to retell simple stories about the past -use drama/role play to communicate their knowledge about the past. Oh I do like to be beside the seaside - Organising ideas to write a postcard using stories which inspire us. Fire Fire - Communicating historical events and perspectives by writing reports and diary entries on the Great Fire of London, including from the perspective of Thomas Farriner. Towers, Turrets and Tiaras - using key historical vocabulary to retell simple past events and apply their understanding through role play and diary writing from a castle worker's perspective. Mr Men come to Maldon - Writing non-fiction texts about Edward Bright, organising facts clearly. Shiver me Timbers- Communicating events and experiences by writing a pirate's diary and creating non-fiction writing about famous pirates. Prehistoric Predators- Organising information visually through a Jurassic Park map.	-use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms -present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides -start to present ideas based on their own research about a studied period. Stone Age survival - Developing understanding of the Stone Age by organising events on a timeline and writing non-fiction texts, using our survival day as a stimulus. Saxons and Vikings - Pupils will retell and act out the legend of Grendel and Beowulf, write Anglo-Saxon kenning poems, and produce newspaper reports based on the Battle of Maldon. They will also explore extracts from the poem The Battle of Maldon, using a range of writing and drama to communicate their understanding of the past. Tomb Raiders - Organising facts about Tutankhamun into a non-chronological report. Antarctic Adventure - Reflecting on Shackleton's journey and express it through diary writing. Top Gear - Pupils will create fact files on different modes of transport, using their own research to present and communicate ideas about the past with appropriate historical vocabulary Celts and Romans - Pupils will retell the story of Boudica through drama and story mapping, using historical vocabulary in their writing. They will present ideas through diary entries as Boudica and letters as Roman soldiers to communicate their understanding of the past.	-know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious -present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period. Terrible Tudors - Organising facts to produce informative writing about Henry VII and his wives. Research the Battle of Bosworth and produce newspaper reports. Sun, Moon and Stars -Researching and presenting knowledge of the Space Race in a non-chronological format. Faster, higher, stronger - learning about Greek myths and legends and organising ideas to retell them. We will meet again - Using <i>Goodnight Mr Tom</i> and <i>The Lion and the Unicorn</i> as inspiration, pupils will write in a range of forms about World War II, including evacuee letters, stories, character descriptions, and reports, using appropriate historical vocabulary to show their understanding of the period.	
--	--	---	---	---	--