

History Curriculum: Progression Ladder

Nursery

Reception

Early Years Foundation Stage

Family

| | | | |
|---|---|--|--|
| Skills: <ul style="list-style-type: none"> To be able to briefly talk about some members of their family. To sequence family members by size and name. | Knowledge: <ul style="list-style-type: none"> To know who they are and who they live with | Skills: <ul style="list-style-type: none"> To talk about members of immediate family in more detail. To talk about past and upcoming events with their immediate family. To sequence family members explaining who they are. | Knowledge: <ul style="list-style-type: none"> To know similarities and differences between people in their family. |
|---|---|--|--|

Time

| | | | |
|---|--|---|--|
| Skills: <ul style="list-style-type: none"> Begin to sequence of events, real or fictional using words such as 'first, then. | Knowledge: <ul style="list-style-type: none"> To know the times of the day, go in order and repeat every day. E.g., morning is before lunch. To know before and after as a concept. | Skills: <ul style="list-style-type: none"> To understand ordering language such as first, next after that, in the end. To begin to narrate their daily routines and weekly activities. To say what might happen on special days and sometimes remember what happened last year on that day. | Knowledge: <ul style="list-style-type: none"> To know there are seasons that repeat and go in order. |
|---|--|---|--|

Changes

| | | | |
|---|--|--|---|
| Skills: <ul style="list-style-type: none"> To notice a change e.g., that someone is wearing glasses or had a haircut. | Knowledge: <ul style="list-style-type: none"> To know that live things do not stay the same over time. | Skills: <ul style="list-style-type: none"> To be able to say how something is different or the same. To say what they can do now and what they couldn't do as a baby. | Knowledge: <ul style="list-style-type: none"> To know the stages of human growth from a baby to an adult. |
|---|--|--|---|

Events, people and place

| | | | |
|---|---|---|--|
| Skills: <ul style="list-style-type: none"> To be able to talk about historical figures they have learned about. | Knowledge: <ul style="list-style-type: none"> To know if something is old or new. To know that something happened a long time ago. | Skills: <ul style="list-style-type: none"> To compare and contrast characters from stories including figures from the past. To be able sequence stories and events. To talk about why they think something is from the past or present. | Knowledge: <ul style="list-style-type: none"> To know if something is past or present. |
|---|---|---|--|

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

History

Chronology

| | | | | | |
|--|--|---|---|--|---|
| <ul style="list-style-type: none"> Identify that things have happened in the past, relating to themselves, within living memory and beyond living memory. Sequence events in chronological order. Know that we use dates to describe events in time .e.g 1666 for the Great Fire of London. | <ul style="list-style-type: none"> Identify how periods of time can impact on individuals and events Identify that there are different periods of time in history e.g Victorians, and First World War. | <ul style="list-style-type: none"> Understand why a timeline is divided into BC/BCE and AD/CE. Place Stone, Bronze and Iron Ages into wider chronological contexts-making references to Ancient Egypt and pyramids/achievements. Place early civilisations into chronological context and begin to develop an understanding of concurrence of civilisations around the world during these times. | <ul style="list-style-type: none"> Place Ancient Romans and Roman Britain into the wider context of historical chronology. Use key dates as important markers of events e.g Caesar's landing and Claudius' invasion. Place Anglo-Saxon and Viking Britain into the wider context of historical chronology. | <ul style="list-style-type: none"> Place Victorian Britain into chronological context. Place the Islamic civilization into chronological context and in direct comparison with the Saxons/Vikings Britain. Understand the continued development of concurrent civilisations around the world and their impact on later civilisations. | <ul style="list-style-type: none"> Place the Ancient Greeks in the wider context of historical chronology. Appreciate ideas of duration and intervals. e.g how long the Greek legacy has lasted. Place the war years into the wider context of historical chronology. Use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz. |
|--|--|---|---|--|---|

Constructing the past

| | | | | | |
|--|---|---|--|--|--|
| <ul style="list-style-type: none"> Identify that there are some themes that link history together e.g toys. | <ul style="list-style-type: none"> Identify that significant events and individuals from the past have helped shaped the present locally, nationally and internationally. Know that the past can be commemorated each year at specific times. E.g 5th November. Know who Florence Nightingale, Mary Seacole and Edith Cavell were, when they lived and how they contributed to changes in hospitals. | <ul style="list-style-type: none"> Build a coherent knowledge of the Stone, Bronze and Iron Ages by comparison throughout most lessons, focusing on achievements, housing, society and beliefs Build a coherent knowledge of the earliest civilisations (in depth Egyptians) their chronological place in history and their impact on future civilisations. | <ul style="list-style-type: none"> Build a coherent knowledge of British History from the Iron Age to Roman Britain. Build a coherent knowledge of British History from Roman Britain through to Anglo-Saxon and Viking Britain. | <ul style="list-style-type: none"> Build an understanding of post 1066 Britain through the Victorians and their impact on today's world. Build a coherent knowledge of the Islamic civilisation making direct comparisons with Saxon/Viking Britain. | <ul style="list-style-type: none"> Build a coherent knowledge of crime and punishment in Britain over the last 1000 years. Build a coherent knowledge of Britain and War during WW2 and how this affected the local area. Identify the impact of the Ancient Greeks on the western world and their chronological place in the context of world history. |
|--|---|---|--|--|--|

Continuity / change and similarity / difference

| | | | | | |
|--|--|---|--|---|---|
| <ul style="list-style-type: none"> Describe continuity and change across two/three generations. Recognise similarities and differences between old/new games/toys. | <ul style="list-style-type: none"> Identify why somethings have stayed the same throughout history e.g people living in towns/cities. Identify that continuity or change can be a good thing or a bad thing. Compare the achievements of significant nurses from the past and use this knowledge to make comparisons between life in different periods. | <ul style="list-style-type: none"> Identify the continuities and changes throughout the Stone, Bronze and Iron Age. Grasp that hunter gatherers were living alongside early framers around 5,000 years ago. Note connections with Ancient Egyptian beliefs when discussing Bronze/Iron Age burials. Make simple comparisons with other ancient civilizations at that time. | <ul style="list-style-type: none"> Identify the continuity and change throughout Roman Britain from Iron Age Britain. Identify the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain. Identify differences in reasons for migration between the Scots, Saxons and Vikings. | <ul style="list-style-type: none"> Identify the continuity and change from Victorian Britain to the modern day Understand how advanced Baghdad was in comparison to Saxon/Viking Britain. | <ul style="list-style-type: none"> Identify the continuities and changes of Greek achievements and inventions from then to now. Make comparisons between Ancient Greece and Ancient Rome. Know how Britain changed during the war years. Understand changes in the nature of crimes e.g. more vagrancy, witchcraft, religious practices |
|--|--|---|--|---|---|

Cause and consequence

| | | | | | |
|---|--|---|---|--|--|
| <ul style="list-style-type: none"> Explain why the Great Fire of London spread so quickly by referring to the hot summer and prevailing winds. Know how London changed as a result of the Great Fire of London. | <ul style="list-style-type: none"> Identify that certain events and individuals have had major consequences in history. Give a few consequences of events/people's actions. E.g giving a convincing explanation of 'why we remember Florence Nightingale.' Identify specific causes and effects from different periods and beginning to establish links between them. | <ul style="list-style-type: none"> Identify the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally. Identify what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life. Grasp that much of our understanding of the Ancient Egyptian Civilization came within the last 200 years as a result of archaeological finds. | <ul style="list-style-type: none"> Identify the reasons for the invasion of Britain by the Romans, Saxons and Vikings and the impact that it had on Britain. Understand how there was resistance to the Roman army e.g the causes of Boudicca's revolt. Identify the causes and effects of the Anglo-Saxon and Viking invasions of Britain- changes in housing, religion, housing etc. | <ul style="list-style-type: none"> Identify why Victorian inventors created so many inventions that are still around today. Identify the effect of Victorian inventions on today's world as either positive or negative. | <ul style="list-style-type: none"> Identify the effects and influence of Greek achievements on the Western World- democracy, philosophy, medicine, language etc. Understand the reasons why the role of women changed during the war years. Identify that one event can have multiple effects e.g invasion of Britain. Identify the reasons why there was a growth in crime in the 19th Century and how this led to the start of the police force. |
|---|--|---|---|--|--|

Significance

| | | | | | |
|---|--|---|--|---|--|
| <ul style="list-style-type: none"> Explain the significance of Samuel Pepys diary. | <ul style="list-style-type: none"> Identify how events from history are significant that they are remembered each year e.g bonfire night. Identify that significant individuals and events have had an impact locally, nationally and internationally. Begin to understand what makes someone or something significant. | <ul style="list-style-type: none"> Identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Talk about relative significance of changes (e.g taming wild animals) Understand the importance of the River Nile and the significance of the annual floods. | <ul style="list-style-type: none"> Understand how the Roman invasion of Britain helped to advance technology, architecture and culture. Identify why Boudicca is such a significant individual for both British and Roman British history. Know that the way that the Saxon kingdoms were divided led to the creation of some of our county boundaries today. | <ul style="list-style-type: none"> Identify the significance of Victorian achievements and their impact on today. Understand the impact that the Islamic civilization had on the rest of the world. | <ul style="list-style-type: none"> Understand how the war heightened awareness of gender inequality. Understand the achievements of the Ancient Greeks and their influence on the western world. |
|---|--|---|--|---|--|

Interpretations

| | | | | | |
|---|--|--|--|--|--|
| <ul style="list-style-type: none"> Realise that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting. | <ul style="list-style-type: none"> Realise that there may be more than one way of looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her. | <ul style="list-style-type: none"> Identify that historian's interpretations of these time periods is difficult due to limited primary sources or written evidence. | <ul style="list-style-type: none"> Understand that some sources will only provide one viewpoint- depending on who has written the account. Understand that some interpretations may be more accurate and reliable than others by use of their own background knowledge. E.g showing Vikings to be just raiders but evidence also suggests that they were also farmers/traders. | <ul style="list-style-type: none"> Understand that interpretations might differ depending on the aspect that people are looking at, eg. views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery. | <ul style="list-style-type: none"> Realise why pupil's experience of evacuation varied and why the government's portrayal was so positive. Know that some evidence is propaganda, misinformation or opinion. |
|---|--|--|--|--|--|

Enquiry and using sources as evidence

| | | | | | |
|---|---|---|---|--|--|
| <ul style="list-style-type: none"> Carry out a simple survey interviewing parents/grandparents and posing relevant questions. Able to gather ideas from a few sources when building up the understanding of why the Great Fire spread so quickly. | <ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event. Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. | <ul style="list-style-type: none"> Begin to weigh up strengths and weaknesses of theories e.g Why was Stonehenge really built? Identify why sources are limited for the Stone, Bronze and Iron Age. | <ul style="list-style-type: none"> Question the validity of sources and contradictions- Boudicca, Tacitus and Cassius Dio. Identify why sources can be useful in a variety of ways- inaccuracies can tell us more about those who produce evidence. | <ul style="list-style-type: none"> Conduct an enquiry about the greatest impact of the Victorians as today – using sources as evidence in a debate. Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings. | <ul style="list-style-type: none"> Use sources of evidence as the basis for an opinion. Begin to make references to evidence as justification. Use the school log book as a source of evidence to investigate how the war affected the school and local area. |
|---|---|---|---|--|--|