**All Saints Primary School**- *Inspired to Learn*

**Progression and Curriculum Milestones: History**

**Curriculum Intent- At All Saints we develop**

At All Saints, we will develop historians who:

- Are curious to learn more about the life of people who lived in the past and how lives have changed over time.
- Understand how the world, our country and local area has developed through history and the impact these changes have on our lives.
- Use chronology to develop a sense of identity, understanding that history can shape attitudes, values and choices.
- Are inspired to ask questions, think critically, and explore evidence, and gain perception and judgement when studying important historical events and significant people in history.
- Enjoy enriched and cross-curricular learning to build knowledge of local, British and ancient history.

| | EYFS | KS1 | LKS2 | UKS2 |
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| **National Curriculum and EYFS framework** | Understanding the world | • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]<br>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary | • Changes in Britain form the Stone Age to the Iron Age<br>• The Roman empire and its impact on Britain<br>• Britain's settlement by Anglo-Saxons and Scots<br>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br>• A local history study<br>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<br>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China<br>• Ancient Greece – a study of Greek life and achievements and their influence on the western world<br>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | |

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| | | Seacole and/or Florence Nightingale and Edith Cavell]<br>• Significant historical events, people and places in their own locality | | |
| **Vocabulary** | | | | |
| | | <u>Chronological understanding</u><br>Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, at the same time, Weeks, The present, Year, Decade, Century, The past, Long ago, old, new, The future, Day, Week, Month, Long ago, Ancient, Modern, dates<br>Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries<br><u>Historical enquiry</u><br>Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important Question, Newspapers, Websites, Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event<br><br><u>All about me</u><br>Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember<br><br><u>Kings and Queens</u> | <u>Chronological understanding</u><br>AD/BC, Eras, Timeline, Period, Millennium, Thousands of years, Time difference, Continuity, Change, AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy Short- and longterm timescales, Difference and significance, Trends<br><br><u>Historical enquiry</u><br>Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eyewitness account, Similarities and differences, Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Organisation Second-hand evidence<br>Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends<br><u>The Roman Empire and its impact on Britain</u><br>Rome, Empire, Achievement, Invasion, Rise, Fall, Julius Caesar, Coliseum, Barbarian, Emperor, Chariot, Gladiator, Aqueduct, Londinium, Hadrian's Wall, Boudica, Caerleon | <u>Chronological time consolidation</u><br>Short- and longterm timescales, Difference and significance, Trends AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy<br><br><u>Historical enquiry</u><br>Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable Fieldwork, Conduct, Research, Secondary source, Evaluate, Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda<br><br><u>WW2</u><br>Axis Allies Nazi Evacuation Evacuee Power Blitz Holocaust Luftwaffe Refugees Kindertransport Economic Cultural Religious Persecution<br><br><u>Ancient Greece and its impact on western civilisation</u><br>Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma |

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| | | Queen, Queen Elizabeth, Elizabethans, Queen Victoria, Victorians, Reign, Monarch, Royal, United Kingdom, Prince Albert, Victorian times, Achievements, Changes, Contributions, Succeed/succession | <u>Ancient Egypt</u><br>Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen<br><br><u>Local History</u><br>Clevedon, Elton Family, Victorians, farming settlement, seaside town, Clevedon court, local, Queen Victoria, WCP railway, pier, | Delta Alexander the Great Empire Achievement Gods (Zeus, Apollo etc)<br><br><u>Stone Age to Iron Age</u><br>Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara Brae Hillfort Conquest Briton Emperor Hadrian Stonehenge<br><br><u>Anglo Saxons</u><br>Settlement Gaelic Long ships Scots - Dal Raita Mesolithic King Arthur Invasion Conquest Raiding Wessex Kingdoms/Shires Thane Sutton Hoo Mercia Kent East – Anglia Northumbria |
| **Milestones** | | | | |
| Chronology | • Begin to make sense of their own life-story and family's history. | Yr1.<br>Create simple timelines to sequence processes, events, objects within their own experiences.<br><br>Confidently uses vocabulary associated with the past for example, 'old and new' 'then and now'<br><br>Yr2.<br>Realises that historians use dates to describe events.<br><br>Use phrases to describe intervals of time e.g. before, after, at the same time. | Yr3.<br>Uses and understands phrases such as "over three hundred years ago" and AD/BC or BCE/CE<br><br>Yr4<br>Begins to understand historical periods overlap each other and vary in length.<br><br>Uses more precise chronological vocabulary | Yr5.<br>Understands that past civilisations overlap with each other in different parts of the world, and their durations vary.<br><br>Yr6<br>Can accurately place civilisations/ period studied in chronological order and may take account of some overlap in duration and intervals between them. |
| **Milestones** | | **I can explore a range of language to express my understanding of differences within time periods.** | **I can confidently understand that different historical events happen beyond living memory, whilst starting to understand they happen at the same time.** | **I can efficiently place different historical events in order, whilst considering they may overlap.** |

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| Interpretation | • Talk about the lives of people around them and their roles in society. | Yr1<br>Can identify and talk about different accounts of real historical situations<br><br>Yr2<br>Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source). | Yr3<br>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.<br><br>Yr4<br>Can describe how different interpretations arise. Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past. | Yr5<br>Understands that different accounts of the past emerge for various reasons - different people might give a different emphasis. Understands that Some interpretations are more reliable than others.<br><br>Yr6<br>Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance). |
| **Milestones** | | **I can discuss different accounts of historical situations that involve events and people** | **I can explore the differences in interpretations of the same historical events and understand their meanings** | **I can confidently explain how there are different interpretations of historical events and how some interpretations are more valid than others.** |
| **Enquiry** | • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | Yr1<br>Can talk about similarities and differences between two or more historical sources using simple historical terms.<br><br>Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.<br><br>Yr2<br>Can gather information from simple sources to ask and answer questions about the past. | Yr3<br>Can describe in simple terms how sources reveal important information about the past.<br><br>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions<br><br>Yr4<br>Can describe and question the origins and purposes of sources using knowledge of periods and civilizations.<br><br>Asks perceptive questions. Knows how to find, select and utilise suitable | **Yr5**<br>Can explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.<br><br>**Yr6**<br>Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this. |

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| | | Can explain events and actions rather than just retell the story. | information and sources to formulate and investigate hypothesis. | Can construct reasoned arguments about events, periods or civilizations studied. |
| **Milestones** | | **I can explain how a historical events are similar and different using a range of different sources to support my knowledge** | **I can use historical sources accurately, then use these to formulate historical hypothesis.** | **I can reliably construct arguments about specific time periods and the events within them, using the most accurate sources.** |
| **Significance** | • Compare and contrast characters from stories, including figures from the past | Yr1<br>Can recognise and describe special times or events for family or friends.<br><br>Yr2<br>Can recognise and talk about who was important e.g. in a simple historical account. | Yr3<br>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).<br><br>Yr4<br>Can identify significance reveals something about history or contemporary life | **Yr5**<br>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.<br><br>Yr6<br>Can make judgements about historical significance against criteria. Recognises that Historical significance varies over time, and by the interpretations of those ascribing that significance. |
| **Milestones** | | **I can talk about historical events that are important to me and my local area/country.** | **I can explore significant people throughout history and how this has effected contemporary life.** | **I can examine what makes someone significant and how that might change over time.**<br><br>**I can confidently understand that some people will see others are more significant because of their past.** |
| **Characteristic features** | Understand the past through settings, characters and events encountered in books read in class and storytelling. | Yr1<br>Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.<br><br>Yr2<br>Recognises and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations. | Yr3<br>Can describe main features associated with the period/ civilization studied, mostly using period specific language<br><br>Yr4<br>Can give simple explanations that not everyone in the past lived in the same way. Consistently uses period specific language in explanations. | Yr5<br>Understand that some past civilizations in different parts of the world have some important similarities.<br><br>Can identify and make links between significant characteristics of periods/civilization studied and others studied previously.<br><br>Yr6 |

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| | | | | Can contrast and make some significant links between civilizations/ periods studied.<br><br>Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied. |
| **Milestones** | | **I can describe how a specific person or period studied has changed over time, using specific language in my description.** | **I can explain simply that there were variations in individuals past lives and accurately use period specific language within my explanation** | **I can make reasoned connections to the historical periods I have studied.** |
| **Continuity and change** | Comment on images of familiar situations in the past. | **Yr1**<br>Can match old objects to people or situations from the past.<br><br>Can describe how some aspects of life today differ from the past using simple historical vocabulary.<br><br>Yr2<br>Can talk about similarities and differences not just between then and now but between then and another then | **Yr3**<br>Can describe some changes in history over a period of time and identify some things which stayed the same.<br><br>Yr4<br>Can describe and give some examples of a range of changes at particular points in history while some things remained the same.<br><br>Can explain why changes in different places might be connected in some way. | Yr5<br>Can give simple explanations with simple examples of why change happened during particular events/ periods.<br><br>Understands that there is usually a combination of reasons for any change. Understands that changes do not impact everyone in the same way or at the same time.<br><br>Yr6<br>Understands that changes in different places and periods can be connected.<br><br>Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly. |
| **Milestones** | | **I can discuss and compare different historical events, as well as historical events and the present using simple historical vocabulary.** | **I can describe confidently the things that have changed during a historical period but can explain the reasons other elements have stayed the same.** | **I can make links and connections between changes in different historical periods.** |

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| | | | **I can start to make inferences about why certain areas might be connected throughout history** | **I can understand and have an overview of things that impact history throughout time.** |
| **Causes and consequences** | | Yr1<br>Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.<br><br>Yr2<br>Can describe in simple terms the causes of an important historical event offering at least one example of its results. | Yr3<br>Can describe the causes and/or consequences of an important historical event offering more than one example of these.<br><br>Yr4<br>Can describe with simple examples different types of causes seeing that events happen for various reasons not just human actions. | **Yr5**<br>Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently. Can link causes or explain that one cause might be linked to another making an event much more likely to happen.<br><br>Yr6<br>Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way. |
| **Milestones** | | **I can simply explain the causes of historical events with examples of the results.** | **I can use examples** | |