

History Overview and Progression Grid

Communicators	Explorers	Readers	Believers
<p>Children will explore how to communicate their learning in a range of ways. They will be able to present information that they have learnt as well as their opinions using a range of different technologies. They will be encouraged to give their viewpoints in a way that is respectful to others.</p>	<p>Children will explore the History around them and in the wider world. They will learn where they fit in and what changes the world has gone through. Where possible, we will seek a wide range of different resources for children to learn from e.g. Roman's Box from the Grosvenor Museum as well as taking them on visits to further their knowledge and foster interest.</p>	<p>Reading in History plays a key role for learning new information. They will be given a range of sources in different forms from which they can gather facts. The use of high quality texts will allow children to immerse in the life of the past. They will learn vocabulary that links to the topic around them.</p>	<p>All children through learning about the events of the past will be encouraged to know how their actions and the impacts of others can change the world around them.</p>

EYFS	Topics to be covered over the year: <i>Myself and Celebrations</i>	
Vocabulary	world, ocean, country, town, community, England, UK, Ellesmere Port, close by, far away, map, globe, earth, up, down, next to, right, left, turn	
Through direct teaching and continuous provision	<p>Throughout Reception children will be exposed to Historical Knowledge and skills</p> <p>Commenting on images of familiar situations in the past. People in the past – Guy Fawkes, Matthew Henson Kings, Queens and Castles – compare two then and now Compare and contrast characters from stories, including figures from the past. Know that some events took place in the past (War / Remembrance) Reading stories set in different time periods Dinosaurs and Fossils Create a role play opportunity with items from the past Invite an senior person in to talk about their childhood</p>	<p>By the end of Reception children will be able to:</p> <p>Sequence a set of objects to show the passage of time Understand that some things happened a long time ago Know that everyday items (phones, TVs, clothes etc) were different in the past Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>

FOCUS FIVE	I can tell you something that happened in the past	I can tell you if a picture of an object is from the past or present	I know the terms old, new	I know that dinosaurs happened a very long time ago	I can ask a question to find out what life was like in the past
Vocabulary	Past Old New A long time ago				

Year 1		Topics to be covered over the year: Ellesmere Port, Cars and Boats, Significant People			
Vocabulary	Year, century, ancient, modern , timeline, date order, similar, different, important, living memory, remember, vehicles, wood, plastic, inventions, grandparents time, older generation, memories, opinion, artefact, detective,				
Chronology	Range and Depth of Knowledge	Interpreting History	Enquiry	Organisation and Communications	
Recall changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.	Significant historical events, people and places in their own locality. Changes in canal system when MSC took over.	Begin to identify different ways to represent the past e.g. photos, stories, adults talking about the past (photos, BBC website)	Sort pictures of then and now.	Timelines using pictures and objects (cars)	
To know about lives of significant individuals who has contributed to national and international achievements and to be used to compare aspects of life in different periods (Florence Nightingale / Mary Seacole)	Use a range of sources to find out characteristic features of the past	Use stories to encourage children to distinguish between fact and fiction	Use a wide range of sources as possible	Drawing images from the past	
Sequence events or objects in chronological order (changes in cars and canal boats)	Understand that the Crimean War helped bring about these changes	Compare adults talking about the past – how reliable are their memories?	To ask and answer and questions relating to different sources and objects	Writing (reports, labelling, simple recount)	
	Begin to describe the similarities and differences in artefacts		Speaking and listening about the topics	ICT—digital pictures	
	Recognise the difference between past and present in their own and others' lives				
	Know and recount episodes from stories about the past				

FOCUS FIVE

Ellesmere Port	Florence Nightingale / Mary Seacole	Historical Skills
I can tell you that a canal was used to transport water and other goods	I know that Florence Nightingale was a nurse who lived in the past	I know the terms past and present
I can tell you three ways that Ellesmere Port might have been different in the past	I can give you two things that Florence Nightingale did to change hospitals	I can sort images into past and present
I can tell you three things that were different in my past	I know that Florence Nightingale was known as the Lady of the Lamp	I can tell you three things about what it might be like in the past from a source of evidence
I can recognise buildings from the past in Ellesmere Port	I know that Mary Seacole was a nurse at the same time as Florence Nightingale	I can sequence a set of cars / boats from then to now
I can tell you what was important about the canals	I can give you two things that Mary Seacole did	I know the difference between fact and fiction (e.g. Cinderella is fiction but Florence Nightingale is fact)
Vocabulary	Vocabulary	Vocabulary
Ellesmere Port Canal Different Recognise	Florence Nightingale Change Mary Seacole Hospital conditions	Past Present Evidence sequence

Year 2		Topics to be covered over the year: Great Fire of London, Local Heroes, Chester Zoo			
Vocabulary		Chronological order, the Great Fire of London, Samuel Pepys, diary, St Paul's cathedral, significant, survive, investigate, research, evidence, historians, letters, newspapers, opinion, artefact, source			
Chronology	Range and Depth of Knowledge	Interpreting History	Enquiry	Organisation and Communications	
Recall events beyond living memory that are significant nationally— Great Fire of London	Find out about people and places and historical events in their own locality (The History of Chester Zoo, Port Sunlight) Recognise why people did things, why events happened and what happened as a result	Able to identify different ways to represent the past (pictures, diaries, art)	Use a source—why, what, who, how, where to ask questions and find answers using simple observations	Drama—develop empathy and understanding	
Recall significant historical places and people in our locality	Find out about people and significant events in the past	Compare pictures or photographs of people or events in the past (e.g. compare pictures of Queen Victoria to Queen Elizabeth)	Use timelines to mark and order some events	Communicate their knowledge through: discussion, models, pictures, writing, ICT, drama	
Sequence events from a short period of history	Know about lives of significant individuals and be able to compare these to someone nowadays (e.g. Queen Victoria to Queen Elizabeth)	Compare 2 versions of a past event (eg two diaries from Great Fire of London)	Discuss the effectiveness of sources		
Sequence photos from different periods of their lives	Describe similarities and differences between different artefacts	Discuss reliability of photos/ accounts/ stories	Sequence a collection of artefacts (from a short period in History eg Victorian era and from the past to now)		
Sequence artefacts closer together in time (eg toys / lamps from Victorian times)	Identify differences between ways of life at different times (eg difference between rich and poor Victorians)				

FOCUS FIVE

The Great Fire of London	Local Heroes (inc Chester Zoo)	Historical Skills
I know the Great Fire of London started in 1666 on Pudding Lane	I can tell you three things that Lord Lever did to help his workers	I can sequence 4 artefacts from the Victorian times
I know that Samuel Pepys wrote a diary about the Great Fire of London	I can tell you three differences between rich and poor people in Victorian times	I can answer a simple question on a photo source
I can tell you two ways that London changed after the Great Fire of London	I can tell you two reasons that Chester Zoo was important in the past	I can tell you two differences and two similarities about a pair of artefacts
I know what caused the Great Fire of London	I can tell you two reasons that Chester Zoo is important now	I can give you two reasons why a source might not be reliable
I can give you two reasons why the fire spread	I can tell you three things about Port Sunlight in the past	I can put the events from my life in a timeline
Vocabulary	Vocabulary	Vocabulary
Changed Pudding Lane Great Fire of London Tudor reasons	Victorian Lord Lever Poor / Rich Difference Port Sunlight	Sequence Source Reliable Similarities Differences

Year 3	Topics to be covered over the year: Bronze Age, Stone Age, Iron Age, Ancient Egypt			
Vocabulary	Ancient Egypt, ancient Egyptians, the Nile, first civilizations, team, pharaoh, pyramid, Tutankhamun, chronological order, era common BCE, CE, thousands of years ago, Stone Age, Iron Age, Neolithic, Bronze Age, hunter gatherer, religion, spirits, Stonehenge, helpful, sacrifice, Britons, nomadic, archaeology, archaeologist, importance, significance, legacy, impact, effects, first hand evidence, second hand evidence, myths and legends,			
Chronology	Range and Depth of Knowledge	Interpreting History	Enquiry	Organisation and Communications
To know the changes in Britain through the Stone Age and Iron Age eg. Hunter gatherers, early farmers Bronze Age Religion— Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art, culture	Find out about everyday life in Egypt and jobs and study the life of King Tut	Compare different accounts of events from range of sources eg. Compare slave to pharaoh—	Understand secondary and primary sources	Communicate knowledge in a range of ways— writing, ICT, drawing
To know the achievements of Ancient Egyptian civilisation - An overview of where and when they first appeared and a depth study of Ancient Egypt	Comparing lifestyle and reasons for their lifestyle choices with ours today For example: Comparing hill forts to our homes	Compare different artefacts from a range of sources	Select relevant information from given sources	
Place events on a timeline events through history.— add to knowledge of Victorians, Great Fire of London, dates significant to them	Identify reasons for and results of people's actions (eg why did the Pharaohs have slaves ???)	Use different sources to research lifestyle, food and the extinction of woolly mammoths	Observe small details from artefacts and pictures	
Use dates and terms related to the study unit and passing of time	Understand why people may have wanted to do something	Look at different representations of the periods studied - museum, cartoons etc	Begin to use the library and internet for research	
Sequence several events or artefacts from the Stone Age and Iron Age and/or Ancient Egypt				

FOCUS FIVE

Stone to Iron Age	Ancient Egypt	Historical Skills
I know what order the Stone Age, Bronze Age and the Iron Age happened	I can tell you three facts about life in Ancient Egypt	I can sequence several events from the Stone Age and Iron Age
I can tell you about two inventions of the Stone Age	I can tell you what is meant by mummification	I can observe small details in a source I am given
I can tell you what a hill fort is	I can tell you why a pharaoh had slaves	I can compare things from the past to things from now
I can tell you what is meant by hunter gatherer	I can tell you why the Egyptians settled where they did	I know how Ancient Egypt fits in with the time line of Stone Age and Iron Age
I can tell you three ways that Britain changed between the Stone Age and Iron Age	I can tell you what makes the Egyptians important	I can use dates related to the times that I have studied
Vocabulary	Vocabulary	Vocabulary
Settlement Hunter gather Hill fort Stone Age Iron Age	Pharaoh Slave Achievement Mummification	Compare Observe Sequence

Year 4	Topics to be covered over the year: Ancient Greeks, The Romans			
Vocabulary	Romans, invasion, civilization, Caesar, emperor, Republic, empire, army, soldiers, conquest, revolt, outpost, gods, goddesses, invention, chronological order, BC, AD, thousands of years ancient Greece, the ancient Greeks, empire, invasion, civilization, Sparta, Athens, culture, achievements, legacy, democracy, consequences, continuity, suggest, infer,			
Chronology	Range and Depth of Knowledge	Interpreting History	Enquiry	Organisation and Communications
To place Ancient Greece and Ancient Rome in time and in relation to other periods of time studied (Iron Age, Stone Age Victorians, Great Fire of London) and dates relevant to children's knowledge	Use evidence to reconstruct life in time studied e.g. What was life like in Ancient Greece / Roman Era?	Evaluate the usefulness of different sources i.e books, electronic.	Use books (library), internet for research and select relevant information	Recall, select and organise historical information.
To know about Ancient Greece, the way of live, significant achievements and influence on the Western world Understand more complex terms eg BC/ AD	Identify the difference between Athens and Sparta	Use history books and local knowledge and identify which gives the best source of information?	Ask a variety of questions about the time period.	Communicate knowledge in a range of ways including greater detail and accuracy of information (Newspaper Report—Literacy link).
Understand that the Roman Empire spanned over AD and BC also BCE / CE and understand its impact (and lasting impact) on Britain	Identify the effects the Romans and Greeks had on Civilisation and know the influences that can we find today		Choose relevant information to picture one aspect of life in time past.	
To know about the Roman Empire and its impact on Britain E.G Caesar's Invasion , The Empire and the power of its army, Hadrian's Wall , Boudica Romanisation of Britain	Identify key features and events of time studied		Understand secondary and primary sources can tell us different things	
	Offer a reasonable explanation for some events that happened		Use evidence to build up a picture of a past event	

FOCUS FIVE

The Greeks	The Romans	Historical Skills
I can tell you three things that the Greeks did to influence the modern world (e.g maths, democracy, Olympics)	I can tell you when the Roman's arrived in Britain	I know the terms AD and BC and BCE and CE
I can tell you three differences between Athens and Sparta	I can tell you three things about Julius Caesar	I can tell you why I think one source is better than the other
I can tell you five things about the Greek way of life	I can tell you why Boudicca was important	I can order The Iron Age, The Stone Age, The Bronze Age, The Romans, The Victorians and the Great Fire of London on a time line that spans BCE and CE (relates to AD and BC)
I know what is meant by trade in Ancient Greece	I can tell you three things in Chester that were influenced by the Romans	I can ask 3 questions about a source I am given
I can tell you about 3 different Greek Gods	I can tell you what Hadrian's Wall is and why it is important	Given a primary and secondary source, I can tell you two differences I can gather from them
Vocabulary	Vocabulary	Vocabulary
Influence Modern world Olympic Trade God Democracy Civilisation	Roman Conquest Army Invade	Source AD /BC BCE / CE

Year 5	Topics to be covered over the year: Anglo – Saxons and Vikings			
Vocabulary	Legacy, significance, the Anglo Saxons, the Vikings, Roman withdrawal, settlements, Christianity, danegeld, resistance, raids, kingdoms, conversion, invasion, Kingdom, reliable, consequences, archaeology, archaeologist, power, struggle, on one hand, however, different experiences, primary evidence, secondary evidence, this source suggests that,			
Chronology	Range and Depth of Knowledge	Interpreting History	Enquiry	Organisation and Communications
Place current study on time line in relation to other studies know and sequence key events of time studied (eg kings of Anglo – Saxon period)	Study different aspects of life of different people – differences between men and women	Compare accounts of events from different sources.	Begin to identify primary and secondary sources and start to understand how they can be used to provide information	Fit events into a display sorted by theme time
Use relevant terms and periods labels relate current studies to previous studies—make links to Roman’s leaving Britain	Examine causes and results of great events and the impact on people— Alfred the Great and Danelaw	Identify between fact or fiction / opinion	Use evidence to build up a picture of life in time studied	Work independently and in groups showing initiative
To know about Britain’s settlement by Anglo Saxons	Compare life in early and late times studied (eg Paganism to Christianity)	Offer some reasons for different versions of events	Select relevant sections of information from larger documents	Use appropriate terms, matching dates to people and events
Make comparisons between different times in history—how was life similar / different before the Vikings arrived	Compare an aspect of life with the same aspect in another period (compare crime and punishment of Anglo-Saxon to now)		Confident use of library, e-learning, research	Record and communicate knowledge in different forms
To know about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor				

FOCUS FIVE

The Anglo Saxons	The Vikings	Historical Skills
I can tell you why the Anglo Saxons settled in Britain	I can explain what a Viking Raid is	I can put Iron Age, Stone Age, Bronze Age, The Romans, Ancient Egypt, Ancient Greece and The Vikings and Anglo Saxons in time order and identify those that are BCE or CE
I know that Britain was divided into 7 Kingdoms that fought for power	I can tell you three things about Alfred the Great	I can identify primary and secondary evidence from sources given to me
I know what made a good settlement for Anglo Saxons	I can tell you about Danelaw and Danegeld	I can identify similarities and differences from different sources from the same event
I can tell you three differences between crime and punishment in Anglo Saxon times to now	I can tell you how life was different before and after the Vikings arrived.	I can use an index in a history book to search for specific information
I can tell you three things about the way of life in Anglo Saxon times	I can explain how religion changed over this time period	I know the difference between fact and fiction (through the use of Anglo Saxon / Viking Mythology)
Vocabulary	Vocabulary	Vocabulary
Kingdoms Power Settlement Struggle Withdrawal (of the Romans)	Raid Danelaw Danegeld Conversion significance	Reliable Primary Secondary Index

Year 6		Topics to be covered over the year: The Mayan Civilisation, War and the impact on Britain			
Vocabulary		Ancient civilizations, 20th century, World War One, World War Two, alliance, blitz, HomeFront, morale, parliament, vote, Native Americans, culture, stereotype, diversity, attitudes, the ancient Maya, Central America, Mexico, empire, astrology, city state, astronomy, codex, evacuate, cenote, pok-ta-tok, I can infer that, reliability, propaganda, one sided, biased, motive, primary evidence, significance, extent of change, my conclusion is,			
Chronology	Range and Depth of Knowledge	Interpreting History	Enquiry	Organisation and Communications	
Study a non—European society providing contrast with British History (Mayan Civilisation (cAD 900) making comparisons to Anglo Saxon Britain	Identify beliefs of different cultures recognise that not everyone shares same views and feelings e.g Mayan Society, Gods, Nazi treatment of Jews	Examine primary sources use them to find information	Create questions about the sources they have seen	Select and organise information to produce structured work, making appropriate use of dates and terms.	
A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 (Wars through time, World War Two and its impact on Britain)	Compare and contrast different aspects of Anglo Saxon and Mayan life and draw conclusions e.g. farming, writing, religion, food, society	Understand secondary and primary sources and gather own information from these	Understand secondary and primary sources and which is most reliable	Communicate knowledge in a range of ways (Newspaper Report— Literacy link).	
Order major events of war, building up before, during and after so have a clear idea of timeline of war	Compare/contrast role of women in WW2 to Mayans	Be aware that different evidence will lead to different conclusions	Select relevant information		
Place current study on time line in relation to other studies	To know the cause, significance and impact of WW2	Look at trends of invasion through history			
Use relevant dates and terms	Write a different explanation of a past event (start of WW2) in terms of cause and effect using evidence to support and illustrate their explanation				
Sequence up to 10 events on a time line					

FOCUS FIVE

The Mayans	World War Two and its impact on Britain	Historical Skills
I can explain the different roles in Mayan society	I can tell you how World War Two started	I can give reasons to why a source might not be reliable
I can make comparisons between Mayan and Anglo Saxon settlements	I can tell you what the words blitz and evacuation mean	I can order ten events on time line
I can recall three things that showed Mayans were an advanced society (calendar, zero, irrigation)	I can explain what D-Day is and why it is a turning point	I can ask questions about a source I am given
I can give my opinion about who was 'better' – the Anglo-Saxons or Mayans.	I can explain how the role of women changed during World War Two	I can draw my own conclusions from evidence given
I can tell you the three reasons behind the Mayan decline	I can tell you three things in Britain that changed after World War Two (Windrush, NHS, Welfare State)	I can select relevant information from larger pieces of information
Vocabulary	Vocabulary	Vocabulary
Civilisation Compare Society Advanced	Blitz Evacuation Turning Point Welfare State	Propaganda Biased Reliable conclusions