



Stoke Canon C of E Primary School

History Progression Framework



Topics						
EYFS/KS1: YR/1/2			Lower KS2: Y3/4		Upper KS2: Y5/6	
EYFS	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
The Past Events beyond living memory: Events, celebrations and commemorating festivals	Monarchy: Queen Victoria <i>Comparing aspects of daily life between the reigns of Queen Victoria and Queen Elizabeth II</i> <i>Focus on Killerton House during the Victorian Era</i>	Wartime Killerton <i>Focus on the daily life of the Acland family from 1940s onwards.</i>	Britain's settlement by Anglo Saxons (Britain's settlement by Anglo-Saxons and Scots)	Stone Age to Iron Age (Changes in Britain from the Stone Age to the Iron Age + related local history)	The Vikings (The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)	The Ancient Maya (A non-European study that provides contrasts with British history)
The Past Events beyond living memory: Families	Henry Hamlyn (Significant individuals in the locality)	The Great Fire of London (Events beyond living memory that are significant nationally)	Ancient Egypt (The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt)	The Romans (The Roman Empire and its impact on Britain + related local history study)	Ancient Greece (A study of Greek life and achievements and their influence on the 'western world')	WWII: The Battle of Britain (Local history + a study of an aspect or theme in British history that extends the pupils' chronological knowledge beyond 1066 - a turning point)
My Past Events Beyond Living Memory	Seasides in the Past (focus on Mary Anning) (Significant individuals in the past who have contributed to national and international achievements + significant historical people in their own locality)	Grace Darling (Significant individuals in the past who have contributed to national achievements)	Exeter Through the Ages (Chronological study: local history)	Transport through the Ages (Chronological study: local history of Exeter Quay)	The Changing Power of the Monarchy (Chronological study: a study of an aspect or theme in British history that extends the pupils' chronological knowledge beyond 1066)	Significant People in History
Chronological Understanding						
EYFS	Key Stage 1: Year 1/Year 2		Lower Key Stage 2: Year 3/Year 4		Upper Key Stage 2: Year 5/Year 6	

<u>My Past</u> Pupils will refer to (talk and write about) past and present events in their own lives and lives of family members family members. For example, yesterday, last: weekend, week, month, year. <u>The Past</u> Pupils will refer to the shared past through the study of past events, celebrations and commemorative festivals.	Pupils will: - Sequence events in their own lives. - Describe memories of key events in lives. - Sequence 3 or 4 <u>artefacts</u> from distinctly different periods of time based on the artefact’s age and will be able to reason their decisions. - Match artefacts to people of different ages. - Sequence <u>events</u> in chronological order (e.g. timeline of events during The Great Fire of London). - Contonue to develop understanding of events on a timeline and in chronological order.	Pupils will: - Place the time studied on a time line. - Sequence several events or artefacts in chronological order. - Use dates of events. - Understand more complex terms linked to chronology e.g. BC/AD and ‘era’. + Embark upon a local history chronological study	Pupils will: - Place the time studied on a timeline in relation to other time periods studied. - Sequence up to 10 events on a time line. - Use relevant dates and terms (e.g. BC/AD) - Make comparisons between different times in the past, with reference to a timeline (i.e. making reference to knowledge of other events that took place before, after or during). + Embark upon a chronological study
Range and depth of historical knowledge			
EYFS	Key Stage 1: Year 1/Year 2	Lower Key Stage 2: Year 3/Year 4	Upper Key Stage 2: Year 5 /Year 6
		<u>Progression thematic thread: ‘Daily Life’ and ‘Rule of Law’.</u> Lines of enquiry and knowledge gained during each unit relates to either ‘Daily Life’ or ‘Rule of Law’.	
Pupils will make reference to the unit’s knowledge organiser , containing lines of enquiry and relevant knowledge gained.			
Historical knowledge is distinguished between: ‘the past’ and ‘my past’. ‘The Past’ relates to wider historical knowledge of events, celebrations and commemorating festivals beyond living memory, as well as the history of their families. ‘My Past’ relates will enable pupils to understand changes throughout their lives and develop a chronological understanding of the past and the past of people who are significant in their lives.	Recognise the difference between past and present in their own and others lives. <u>Develop understanding of the concepts</u> of <u>daily life</u> and <u>rule of law</u> through study of monarchy, significant individuals’ achievements and everyday life both locally and nationally. Know about significant national and global events and about the lives of people who have made significant contributions to national and international achievements. Pupils will begin to draw on and use appropriate historical terms used and knowledge of unit-specific vocabulary. Know and identify similarities and differences between two different time periods. Develop a knowledge and understanding of change, trends and developments throughout history.	Connect aspects of daily life or rule of law between two <u>different</u> time periods. Develop knowledge of local, national and international history. Make comparisons (similarities and differences) between period of time studied and present day. Pupils will know specific dates of key events and periods of history. Develop conceptual understanding and knowledge of change, trends and developments throughout history through study of Stone Age to Iron Age. Develop knowledge of invasions and settlements through study of Britain’s settlement by Anglo Saxons and Scots. Develop understanding of the concept of empire, invasions and elements of local history through a study of the Roman Empire and its impact on Britain. Local history: understand how several aspects of history are reflected in a locality (link to Roman Exeter).	Connect, compare and contrast aspects of daily life or rule of law between two <u>different</u> time periods or the <u>same</u> time period in a <u>different part of the world</u>. Develop knowledge of local, national and international history (e.g. knowledge of ancient civilisation on a different continent). Pupils will know and draw on and use appropriate historical terms used and unit-specific vocabulary acquired. Pupils will know and understand how past events have influenced the modern day. Pupils will know specific dates of key events and periods of history. Examine the cause and result of key events and the impact on people/populations/civilisations. Compare, contrast and understand trends relating to religious beliefs, the behaviour and characteristics of people, settlements. Develop knowledge of raids and invasions through investigation of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

		Develop knowledge of the achievements of earliest settlements through a study of Ancient Egypt. Know how to use sources of evidence to decipher and gain knowledge about what daily life was like and how civilisations were ruled.	Develop understanding and knowledge of a legacy of achievement and influence through study of Ancient Greece (opportunity to consider previous study of Ancient Egyptian achievements - compare and contrast). Extend chronological knowledge beyond 1066. Draw on previous study of the monarchy (Year 2) and consider theme of 'Rule of Law' from KS2. Local history: know how several aspects of history are reflected in a locality. Develop knowledge of a non-European society, which contrasts with British history through study of Ancient Maya. Draw on previous learning of occurrences during same time period (e.g. the Vikings/Ancient Maya links).
Interpretations of History			
EYFS	Key Stage 1: Year 1/Year 2	Lower Key Stage 2: Year 3/Year 4	Upper Key Stage 2: Year 5 /Year 6
Look at their own families and immediate surroundings.	Understand that our knowledge of the past is constructed from a range of sources. Use stories to encourage children to distinguish between factual and fictitious interpretations of the past. Understand that the past can be represented in different ways because people can have different recollections of the past/versions of past events could differ. Compare different versions of a past event. Acting as historians, compare pictures or photographs of people or events in the past and events in the present. Discuss the reliability of photos/ accounts/stories of the past and how this could change our view of historic events in the present.	Understand that our knowledge of the past is constructed from a range of sources. Acting as historians, begin to evaluate the usefulness of different sources in developing their own understanding of events. Pupils will consider how historians could arrive at different conclusions when examining sources and compare accounts of the same event from a range of sources. Distinguish between factual and fictitious recounts of the past and what makes these so Examine and interpret different representations of the past through visual sources such as artwork, film and sculpture.	Understand that our knowledge of the past is constructed from a range of sources (primary and secondary sources). Understand how events in the past shape, influence, impact and made the present. Acting as historians, examine, interpret and analyse historical sources to draw reasoned conclusions about the past. Understand how historians have drawn conclusions about the past and how this has influenced society's understanding of the past. Consider the validity of historical sources (fact and fiction) [including discussion of primary and secondary information sources]. Offer some reasons for different versions of events. Distinguish between factual and fictitious recounts of the past and what makes these so. Critically investigate various interpretations of sources/check the accuracy of different interpretations. Consider how historians could arrive at different conclusions when examining source. Develop an awareness that different people may interpret sources in different ways (e.g. due to religious or political beliefs

			and different upbringings) and that different sources may lead to different interpretations of the past.
Historical Enquiry			
EYFS	Key Stage 1: Year 1/Year 2	Lower Key Stage 2: Year 3/Year 4	Upper Key Stage 2: Year 5 /Year 6
Children know about similarities and differences between themselves, others, and families, and communities and traditions.	Find answers to simple questions about the past from sources of information e.g. artefacts. Observe or handle sources to answer questions about the past on the basis of simple observations. When answering these questions, pupils will consider concepts including: similarities and differences between periods of time.	When posed a question about an event/period of history, begin to consider ways to find out about the past (using primary and secondary sources with support) to build their own understanding of past events and ultimately answer a line of historical enquiry. When answering these questions, pupils may begin to consider concepts including: changes, causes, similarities, differences and significance. Where appropriate, ask questions about a period of history covered and find answers to their question. Observe small details of artefacts and other primary historical sources. Select and record information relevant to the study. Use more than one source to find out about an aspect of time past. Begin to use the library and internet for research.	When posed a question about an event/period of history, confidently select and record information relevant to the study and decipher the means to answer these questions. When answering these questions, pupils will consider concepts including: changes, causes, similarities, differences and significance. Where appropriate, devise their own relevant questions about historic periods/events/eras. Confidently and critically question history and different perspectives of it to build their own understanding of past events. Confidently use a range of sources to find out about aspects of history. Use the library and internet for research with increasing confidence Bring knowledge gathered from several sources together in a fluent account.
Organisation and Communication			
EYFS	Key Stage 1: Year 1/Year 2	Lower Key Stage 2: Year 3/Year 4	Upper Key Stage 2: Year 5 /Year 6
Children talk about past and present events in their own lives and family members.	Sort events or objects into groups (i.e. then and now.). Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. Communicate their knowledge through: - Discussion - Drawing pictures - Drama/role play - Making representative models - Writing - Using ICT	Use timelines to order events or objects. Recall, select and organise historical information. Select and organise information to produce structured work, making appropriate use of dates and terms. Communicate their knowledge through: - Discussion - Drawing pictures - Drama/role play - Making representative models - Writing - Using ICT	Use timelines to order events or objects and connect historical events/eras. Communicate ideas about from the past using different genres of writing, drawing, diagrams, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. Recall, select and organise historical information. Select and organise information to produce structured work, making appropriate use of dates and terms.

Vocabulary			
EYFS	Key Stage 1: Year 1/Year 2	Lower Key Stage 2: Year 3/Year 4	Upper Key Stage 2: Year 5 /Year 6
My Past (examples): <i>Family, year, month, day, spring, summer, winter, autumn, season</i>	Henry Hamlyn (examples): <i>trade, purchase, sale, farming, industry.</i> Mary Anning (examples): <i>fossil, rock, pre-historic, dinosaur, Lyme Regis, scientist</i> Monarchy (examples): <i>Victorian, steam train, seaside holiday, Charles Dickens, Queen Victoria, empire, workhouse, cane, service, reign, industrial revolution</i> Great Fire of London (examples): <i>London Pudding Lane St Pauls Cathedral River Thames diary Britain capital city bakery change order architect Lord Mayor Sir Christopher Wren monument</i>	Demonstrate understanding of historical terms and concepts among the following: continuity, change, cause, consequence, similarity, difference, connection, contrast, enquiry and question. Stone Age to Iron Age (examples): <i>Stone Age, Bronze Age, Iron Age, prehistory, archaeologist, agriculture, Mesolithic, Palaeolithic, Neolithic, homo sapiens</i> Romans (examples): <i>Invade, settle, centurion, Emperor, aqueduct, Gladiator, Londinium, Britannia, Romanisation, Senate, Roman bath, amphitheatre, Hadrian's Wall, Colosseum, fortress, Mosaic, Dewa</i> Anglo-Saxon (examples): <i>Sutton Hoo, kingdoms, shires, Shire, reeve, thane, legacy, Wessex, Witan or witenagemot, wergild, churl, Mercia, Norman, conquest, King Harold, William the Conqueror, Battle of Hastings, Bayeux Tapestry motte, bailey</i> Vocabulary for features of castles : <i>moats, drawbridges, keep, arrow-slits, battlements, knights, peasants, taxes 17th Century</i> Ancient Egypt (examples): <i>pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab</i> Transport (examples): <i>Transport, locomotion, canal, river, weir, travelling, engineer, trade, manufacturing, inventor, modern, vehicle, airplane, train.</i>	Demonstrate a historically grounded understanding of abstract terms such as: empire, civilisation, parliament and peasantry. Understand historical terms and concepts: continuity, change, cause, consequence, similarity, difference, connection, contrast, enquiry and question. Vikings (examples): <i>Norse raids vicious longhouse berserkers longship Odin Scandanavia Danelaw Jorvik</i> Ancient Greece (examples): <i>philosophy Athenians Spartans democracy Olympics plague truce Zeus Ioincloth Apollo Sacred truce temple</i> Post-1066 study (examples): <i>Societies, civilization, propaganda, advancement, Empire, conquest, invade, cathedral, feudal system, absolute monarchy, Protestant, Catholic, Divine Right of Kings, government, parliament, Prime Minister, monarch</i> Post-1066 study (examples): <i>Allies, allotment, axis powers, Blitz, censorship, evacuee, Nazi, refugee,</i> Ancient Maya (examples): <i>Communities, noble, astronomy, agriculture, architecture, Xocolatl, society, civilisation, government, ceremony, population, trade, Chichen Itza, cocoa, pok-ta-pok</i>
Assessment: Assessment History work is recorded in history books and should reflect examples of all four strands (chronological awareness, knowledge and understanding, historical concepts and organise, evaluate and communicate information). Some of the evidence will involve photographic evidence or teacher's notes where the activity has been one of discussion or drama. Teachers assess children's knowledge, understanding and skills in History by making observations within class and by analysis of their written evidence. As part of our assessment for learning process (and in line with our school's assessment policy), children will receive both verbal and written feedback as a means of development.			
EYFS	Key Stage 1: Year 1/Year 2	Lower Key Stage 2: Year 3/Year 4	Upper Key Stage 2: Year 5 /Year 6
Through observations and interactions (recordings of this on Tapestry).	Knowledge retrieval: <u>Elicitation</u> Complete spider diagram with key enquiry questions on at start of unit. Pictures can be used as prompts. <u>End of unit assessment</u> Add knowledge gained to the same spider diagram at the end of unit. Pictures can be used as prompts.	Knowledge retrieval: <u>Elicitation</u> Complete spider diagram with key enquiry questions on at start of unit. <u>End of unit assessment</u> Add knowledge gained to the same spider diagram at the end of unit.	Knowledge retrieval: <u>Elicitation</u> Complete spider diagram with key enquiry questions on at start of unit. <u>End of unit assessment</u> Add knowledge gained to the same spider diagram at the end of unit.
Examples of Assessment			

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