


## St. Luke's History Learning Progression

	EYFS	<b>Year 1</b> Childhood Toys Through the Ages Land Ahoy!	<b>Year 2</b> Great Fire of London Medical Heroes Past and Present	<b>Year 3</b> Through the Ages Pharaohs Gods and Mortals	<b>Year 4</b> Emperors and Empires Traders and Raiders	<b>Year 5</b> Hola Mexico! Local (Victorians)	<b>Year 6</b> WW1 and WW2
<b>Chronology</b>	<b>Focus Historical vocabulary / changes linked to growth</b>	<b>Focus: Sequence 3-4 events or artefact on a timeline</b>  (Unit 1 & 2)	<b>Focus: Timeline: events that led up to a significant event (cause and consequence)</b>	<b>Focus: Overview of chronology of different time periods studied (to include Ancients)</b>	<b>Focus: Timeline over a long period. Secure knowledge of BC. Timelines that span BC-AD</b> <b>Continuous timeline of British history</b>	<b>Focus: To use timelines to show cause and consequence over a time period.</b>	<b>Focus: Develop concurrent timelines (happening at the same time in 2 different places)</b> <b>See how events in one place influenced the other</b>
	<p>-Develop a wide vocabulary of historical terms, such as: a long time ago, when I was younger, last year</p> <p>-What we remember is the past (history) and what is happening now is the present.</p> <p>-Order how people grow using first, next, last - first you are a baby then you are a child and then you grow into an adult</p> <p>-to demonstrate an awareness through play discussions about their own family history i.e. younger, older siblings, parents and grandparents.</p> <p>-Children use phrases related to the past such as yesterday, last week, on my last birthday, last Christmas, past</p>	<p><b>-Sequence in chronological order at least 3-4 events/ artefacts/pictures</b></p> <p><b>- sequence events within the last 100 years using terms first, next, last (most recently (Unit 1 &amp; 2)</b></p> <p><b>-events within the lives of significant individuals (Unit 2 &amp; 3)</b></p> <p>Use words: <b>decade, century</b>, memories, date, order, correctly in the context.</p>	<p><b>-Sequence at least 3 artefacts and events from the same historical event (Unit 1) Or within a person's life (Unit 2)</b></p> <p><b>-Put the time period and the current year on a timeline that counts up in 100s of years. (Unit 1 &amp; 2)</b></p> <p>Use words: different and similar significant, investigate, research, impact, memorial and evidence correctly</p>	<p><b>-Understand that timelines can go back a long way into the past (Unit 1)</b></p> <p>-Place time periods studied in order on a timeline, counting in 1000s of years. (Unit 1, 2&amp;3)</p> <p><b>-Within a time period, use a timeline to place 5 significant events / discoveries / developments of this period in order. (Unit 1&amp;2)</b></p> <p>-Introduce the term BC when placing periods in order. (Unit 1)</p> <p>Use words: <b>prehistoric, ancient</b>, discovery, change</p>	<p><b>-Place periods of British history on a continuous timeline (Romans-Anglo-Saxons-Vikings-Normans)</b></p> <p><b>- Understand that timelines are divided into BC and AD with 0 marking the birth of Jesus (contextualise using taught units of Romans, Anglo-Saxons, Scots and Normans (Unit 1&amp;2)</b></p> <p><b>-Understand that when plotting BC dates, the smaller the number, the more recent the event(Unit 1)</b></p> <p>Use words: effects, importance and significance, <b>BC and AD</b></p>	<p><b>-Understand how developments brought about other changes – sequence over a period of time (Unit 1 – development of writing &amp; 2 – industrial revolution)</b></p> <p>-order pre-studied periods of history independently</p> <p>Use words: <b>cause, consequence</b>, sequence</p>	<p>-Compare places on timelines and the events that occurred in these places (Changes across Nazi Germany and comparing these to what was happening in Britain) <b>(Unit 1&amp;2)</b></p> <p><b>-Develop understanding of how past action or inaction has led to current events (Unit 2)</b></p> <p>Use words: comparison, action, inaction</p>

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Historical enquiry and Evidence (sources)	Focus: History is a study of what has already happened (the past).	Focus: Use a primary source to find out about the past <b>All units;</b>	Focus: Identify the usefulness of a source	FOCUS: Extract evidence from different sources. Introduce points of view in sources.	FOCUS: Secondary and primary sources	FOCUS: Introduction of motive behind a source Using sources to formulate their own conclusion about the past (Authorial intent)	FOCUS: Understanding the extent to which some sources can contain a bias view
	<p>-Drawing on stories (traditional tales) and non-fiction to make comparisons to life then and now.</p> <p>-Understand that photos are a way of showing what happened in the past e.g. forms of communication, royal family, family</p> <p>-to identify if something (photo, story, object) is from a long time ago</p>	<p><b>Know that a primary source is something that existed at the time</b></p> <p>Use different sources to find out about the past</p> <ul style="list-style-type: none"> <li>-pictures</li> <li>-photos</li> <li>-artefacts</li> <li>-eye witness testimony (visitors discussing what they remember)</li> </ul> <p><b>Ask and answer a simple question (what was it like, when, what happened) about the past using artefacts, pictures or information from an eyewitness.</b></p> <p>Identify similarities and differences between two artefacts from different times e.g.</p> <ul style="list-style-type: none"> <li>-artefacts from their lives and their parents' /grandparents' lives.</li> <li>-toys</li> <li>-activities</li> </ul> <p>Use words and phrases: witness, source, historical, artefact</p>	<p>Compare 2 sources of the same event and identify the differences <b>Unit 1</b></p> <p><b>Say which source they think is the most useful to extract information All units</b></p> <p><b>Identify what a source tells us about the past (and what it doesn't) All units</b></p> <p>Use words and phrases <b>historical, witness, artefact and primary source,</b></p>	<p><b>All units:</b> Draw across a wider variety of sources (more than 2 Y2) to identify the most useful one.</p> <p>Be able to extract evidence from a range of sources to build an understanding of life / changes within given time period. (a map of Stonehenge or Skara Brae, cave drawings to show how people interact, burial sites to show religious beliefs – all of these work to build up an overall understanding).</p> <p>Compare 2 sources of the same event and identify the differences. Identify why 2 sources of the same event may be different</p> <p>Use words and phrases Primary, artefact, interpret, opinion</p>	<p><b>All units:</b> <b>Understand the difference between primary and secondary sources</b></p> <p><b>Know that secondary sources are something that are created by someone who has not lived through the time/ event that is being discussed</b></p> <p>-Use secondary sources to answer specific questions e.g. books and articles</p> <p><b>Compare different sources and discuss why they might be different (eyewitness or secondary)</b></p> <p>Suggest possible sources to help answer questions and research the answers to these questions</p> <p>Use words and phrases primary and secondary source, article, infer</p>	<p>Know that material produced at the time (that then becomes a primary source) can be produced to encourage people to act a certain way / promote / advertise. <b>(Unit 2 Local history: tourism posters)</b></p> <p>Identify emotive language within a source to support understanding the author's viewpoint <b>(Unit 2)</b></p> <p>Answer questions that require drawing information across multiple sources e.g. how did the Mayans contribute to....</p> <p>Form own opinions about the past and use available sources to support their answer <b>(Unit1 &amp;2)</b></p> <p>Generate historically significant questions to explore the past further e.g. Are there any other events / civilisations similar to this?</p> <p>Use words and phrases: authorial intent, purpose, persuade, advertisement, opinions, this source suggests, to weigh up both sides, this source shows/does not show,</p>	<p><b>All units:</b> Know that material produced at the time (that then becomes a primary source) can be produced to create a particular <u>feeling / mood or present a specific view</u> (e.g. propaganda) <i>(Link to authorial intent - literacy)</i></p> <p>Give reasons why sources are presented in these ways. E.g. (misinformation, partial knowledge of the event, bias views)</p> <p>Identify the difference between fact and opinion in a source</p> <p><b>Discuss and evaluate how useful different sources are, drawing on</b></p> <ul style="list-style-type: none"> <li>-the balance of fact an opinion</li> <li>-possible motive of the author</li> <li>-what information about the past can be extracted from the source</li> <li>-what is still unknown</li> </ul> <p>Use words and phrases: I can infer that, the purpose, one sided, extent of change, reliability, biased, the source omits to mention and my conclusion is that correctly in context, reliable, motive</p>

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<p><b>Continuity and change (similarities and differences)</b></p> <p><b>Causes and consequences</b></p>	<p><b>Focus: Identify similarities and differences of people and objects and how things change over time</b></p>	<p><b>Focus: Understand basic cause and effect (people)</b></p>	<p><b>Focus: Understand basic cause and effect (events and people)</b></p>	<p><b>Focus: How life has changed over time</b></p>	<p><b>Focus: Why groups of people / countries acted the way they did (e.g. invasion, settlement) and how an individual can influence a significant series of events (Boudicca)</b></p>	<p><b>Focus: Identify similarities and differences between life within the same place for different people</b></p>	<p><b>Focus: Understand the impact of actions from significant individuals on other events in this period</b></p>
	<p><b>-Take part in discussions about how things change overtime</b> e.g. -how stories change over time e.g. different versions of the 3 little pigs, Enormous Turnip</p> <p>-Emergency service vehicles</p> <p>-different ways to communicate (e.g. how technology has changed)</p> <p>-how the environment has changed overtime e.g. dinosaurs and towns</p> <p><b>-talk about changes that have happened within their lifetime and give an opinion e.g. talk about whether things have got better or worse.</b></p> <p><b>-to know they are part of a wider community (groups, clubs, church, neighbourhood)</b> -to know about people outside their family and talk about what makes them special e.g. people</p>	<p>Say how the actions of significant people created change e.g. Harry Paye</p> <p>Suggest why people in the past acted as they did. E.g. Harry Paye became a pirate because...</p> <p>Recognise some things repeat and some change. E.g. terms but different year groups, holidays but do different things.</p>	<p>Understand basic cause and effect that led up an event e.g. cause of GFoL and why it spread.</p> <p>Suggest why an individual acted as they did, and say why they think that e.g. Charles II asked the people of London to extinguish the fire, why did Samuel Pepys bury his wine and cheese?</p> <p>Focus: changes as a result of significant events/ technological and scientific developments</p> <p>Compare aspects of life in different times e.g. GFOL fire precautions then and now (effect of event), nursing then and now (event of medical advances).</p>	<p><b>Identify and give reasons for historical changes e.g. Stone age – Iron Age Identify things in the past that altered the landscape (Skara Brae or Stonehenge)</b></p> <p><b>Focus: Identify similarities and differences between periods of history</b></p> <p>Describe some of the similarities and differences between different time periods -The Stone Age and the Iron Age, e.g. social, belief, tools, types of settlement.</p>	<p>Develop an overview of how society / everyday life / culture / beliefs have changed over time and how some of these still impact lives today (e.g. Romans roads / architecture)</p> <p>-Identify similarities and differences between similar periods of history in different places (Anglo-Saxons and Vikings)</p> <p>Summarise why individuals or countries acted the way they did (drawing on different sources)</p> <p><b>Focus: Give reasons for similarities and differences</b></p> <p>Describe some of the similarities and differences and give reasons for these changes occurring -Different classes of people at the same time. -Saxons and Vikings (settlements, gods , beliefs etc)</p>	<p>-rich and poor -rural (farms) and city (factory) locations</p> <p>Summarise the overall impact of time periods on life today e.g. what did the Victorians do for us?</p>	<p><b>Identify why certain events happened and the evaluate the impact of them (Why did Hitler invade Austria and Poland?)</b></p> <p>Evaluate the positive and negative impact of event on Britain and the world.</p> <p>Compare and contrast different politics, attitudes and beliefs of people in the same time but different places in the past (Compare dictatorship with Democracy in Germany and Britain)</p> <p><b>Focus: Compare and contrast attitudes and beliefs and give reasons for differences</b></p> <p>Compare and contrast different politics, attitudes and beliefs of people in the same time but different places in the past -Germany and Britain during war time</p>

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	from the past e.g. queen						
<b>Possible Vocabulary</b>	first, then, yesterday, today, why, now, soon, change, past, traditional, difference, a long time ago	old, new, young, days, months, years, before, after, again, now, discovered, explorer, rescue, pirate	recently, now and later, because, change, artefact, sequence, source, firebreak, thatched, wattle and daub, hygiene, medical	Pharaoh, fort, settlement, cause, era, evidence, timeline, civilisation, ancient, mythology, during, pyramid, archaeologist, hieroglyphics, Bronze age, Stone Age, Iron age, Hunter-gatherer, mummification	century, decade, BC, AD, empire, military, philosophy, democracy, temple, city-state, conquest, mathematician, philosopher, centurion, global, invader, settler, pre-, post-	architecture, industrial revolution,, Nation, Sutton Hoo, Chichen Itza	Luftwaffe, technological, religious, political, cultural, prejudice, evacuation, dictator, fascism.