



History - Progression in Concepts Document



History in the Early Years Foundation Stage

This table demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

Three and Four Year Olds	Knowledge and Understanding of the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Knowledge and Understanding of the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Early Learning Goal	Knowledge and Understanding of the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.

Year	Concept					
	Chronology	Significance	Compare and Contrast	Cause and Consequence	Changes Over Time	Evidence and Interpretation
Yr 1/2 Cycle A	<p>Understand that a timeline is a representation of time showing significant events.</p> <p>Locate lives of Christopher Columbus, Neil Armstrong, Emmiline Pankhurst and Rosa Parkes on a timeline along with own birthday and present day.</p> <p>Locate the lives of Henry VIII, Queen Elizabeth I and Elizabeth II on a timeline.</p>	<p>Understand the significance Christopher Columbus and Neil Armstrong as explorers had on the world.</p> <p>Understand the significance Rosa Parks and Emmeline Pankhurst as activists had on the world.</p> <p>Understand the significance of Henry VIII, Queen Elizabeth I and Queen Elizabeth II has on British History.</p>	<p>Know the similarities and differences between the explorers Christopher Columbus and Neil Armstrong.</p> <p>Know the similarities and differences between the activists Rosa Parks and Emmeline Pankhurst.</p>			<p>Understand and identify facts and opinions.</p> <p>Make deductions from historical sources (photographs of Christopher Columbus, Rosa Parks, Neil Armstrong and Emmeline Pankhurst.</p> <p>Understand that an artefact is produced by humans and can give us information about the past.</p> <p>Interpret artefacts (royal portraits) and make conclusions.</p>



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Yr 1/2 Cycle B	<p>Locate significant events from 1950s to present day on a timeline.</p> <p>Understand term decade</p> <p>To know the events of the Great Fire of London.</p>	<p>To know the impact of the Great Fire of London on the capital city.</p> <p>The Stony Stratford fire of 1742 led to the destruction of St Mary's Church; the tower still exists in the town today.</p>	<p>Answer the enquiry question - How is life in the 1950s similar and different to life in the 2020s?</p> <p>To compare and contrast London in the 17th century to the present day.</p> <p>Understand the differences and similarities of life in the 17th century to today.</p>			<p>To interpret 1950s photos for evidence of what life was like in these times – shopping, transport, homes, childhood, entertainment, employment</p> <p>To know the importance of Samuel Pepys' diary as first hand account of the Great Fire of London.</p>
Yr 3	<p>Understand the terms BC/AD and BCE/CE</p> <p>Understand that the Bronze, Stone and Iron age are considered prehistory.</p> <p>Locate the Bronze Stone and Iron ages on a timeline.</p> <p>Locate the key dates in the chronology of the Roman period.</p>	<p>Understand Skara Brae as a World Heritage Site.</p> <p>Understand the significance of Boudicca and her actions in the Roman invasion</p> <p>Describe the legacy the Romans left Britain and how it has impacted our lives today. (roads, settlements, bridges/aqueducts)</p>	<p>Notice similarities and differences about everyday life between the Stone, Bronze and Iron Age (particular focus on homes and settlement)</p>	<p>Explain why certain changes took place in prehistory e.g. Bronze age replacing stone as a material with the arrival of the beaker Folk and the development of mining,</p> <p>Know the cause and consequence of the Roman invasion of Britain; that the Romans invaded to expand their Empire for slaves and precious metal; consequences included initial conflict with Celtic tribes and eventually Roman settlement in towns and a legacy of invention and ingenuity.</p> <p>Know the cause of the Romans withdrawal were due to invasion of Rome by Germanic tribes.</p>	<p>Articulate changes in everyday life during the Stone Age – art, settlement, weapons,</p> <p>Start of the Bronze Age – explain the impact of the migration of the Beaker folk on everyday life in Britain. (metal working, religion, pottery)</p> <p>Know how changes over time in Britain during the Roman occupation</p>	<p>To know the differences between primary and secondary historical sources – Skara Brae; photos of site, reconstructions, artefacts.</p> <p>To understand that written artefacts may include historical bias – Vindolanda tablets from Roman Fort</p>
Yr 4	<p>Identify Anglo Saxon invasion on timeline of British History</p> <p>Use terms BC/AD and BCE/CE</p> <p>Know a century is 100 years</p>	<p>Explain the significance of the finds of Sutton Ho.</p> <p>Construct a profile of King Athelstan using a range of historical sources</p>	<p>Compare and contrast life in Anglo-Saxon times with the modern day</p> <p>Compare and contrast life in Vikings times with the modern day</p>	<p>Understand the causes and consequences of the Anglo Saxon invasion.</p> <p>Understand the causes and consequences of the Viking invasion.</p>	<p>Articulate the changes in Britain when the Anglo-Saxons invaded.</p> <p>Understand how the Ancient Egyptian civilisation developed and how the society hierarchy was structured.</p>	<p>Interpret primary sources of evidence linked to Sutton Hoo life in Anglo Saxon times and the Viking invasion.</p> <p>Identify bias in the Anglo-Saxon accounts of the Viking invasion</p>



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	<p>Identify the Ancient civilisation on a timeline and reference to previous periods studied – the Romans.</p>	<p>Understand the significant features of a civilisation with a focus on Ancient Egypt.</p>	<p>Understand the similarities and differences of Ancient Egyptian civilisation compared with civilisation today.</p>	<p>Know that the Ancient Egypt civilisation developed around the banks of the Nile so water can be used as a resource.</p>		<p>Use primary and secondary sources to gain information about King Athelstan.</p> <p>Complete historical enquiry – what was life like in Anglo Saxon times?</p> <p>Complete historical enquiry – Who was Athelstan and why was he a significant leader?</p> <p>Understand information that can be given from Ancient Egyptian artefacts.</p>
Yr 5	<p>Construct a timeline showing Ancient Greek period relative to the chronology of Britain (concurrent timeline)</p> <p>Use terms BC/AD and BCE/CE.</p> <p>Understand the chronology of the Industrial revolution starting with the development of the canals and then the railways.</p>	<p>Explain the influence on Ancient Greeks on the modern world -Hippocrates and democracy</p> <p>Discuss the significance of the railways and canal systems in the UK and the impact the railways had on Wolverton.</p>	<p>Compare and contrast life in Ancient Greece with the modern world.</p> <p>Compare Ancient Olympics with the modern Olympic Games</p>	<p>Talk about the consequences of Ancient Greek culture on the world today (Olympic Games)</p> <p>To know that the industrial revolution was brought about through invention and resulted in the development of the canals and railways bringing employment, leisure opportunities and faster transport of goods.</p>	<p>Explain the influence of Greek democracy on the UK and compare with modern day UK democracy.</p> <p>Understand how the Olympics changed over time.</p> <p>Articulate the changes in Britain brought about by the industrial revolution.</p>	<p>Use historical sources to draw influences and conclusions about life in Ancient Greece.</p> <p>Identify the limitations of using secondary sources.</p> <p>Complete historical enquiry – How have the Olympic Games influenced the Modern Olympic Games</p> <p>Complete historical enquiry: What evidence is there of the Industrial Revolution in Milton Keynes?</p>
Yr 6	<p>Construct a timeline of the events leading to the abolition of the slave trade and World War 2.</p> <p>Develop historical perspective by placing growing knowledge of the slave trade and World War 2 into global contexts.</p>	<p>Examine decisions made by significant historical individuals: Elizabeth I and John Hawkins in relation to slave trade</p> <p>To know about the significance of the Battle of Britain as a turning point in World War Two.</p>	<p>Compare and contrast the lives of Benin to the lives of Anglo Saxons living in Britain at the same time.</p> <p>Compare and contrast lives of slaves to the lives of the slave traders</p> <p>Compare and contrast life in Britain during World War 2</p>	<p>Understand causes and consequences of Britain's involvement in the slave trade.</p> <p>Investigate the causes and consequences of World War Two.</p> <p>Understand causes and consequences of food</p>	<p>Articulate how the slave trade changed the significance of Britain on a global scale.</p> <p>Consider the impact of the Slave Trade in Britain today.</p> <p>Understand the World War Two impacted on daily life</p>	<p>Think critically, weigh evidence, sift arguments and present a perspective on Britain's involvement in the slave trade.</p> <p>Explain the difference between primary and secondary sources and consider their reliability.</p>



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		<p>To know about the significance of Anne Frank's diary as a historical source.</p> <p>To articulate the significance of D-Day and the Battle of the Bulge in the end of World War Two.</p>	<p>to present day (rationing and evacuation)</p> <p>Form historically valid questions about similarity and difference.</p>	<p>shortages in World War Two (rationing)</p> <p>Be able to explain the causes of child evacuation in World War 2 and the resulting consequences.</p> <p>Form historically valid questions about cause and consequence.</p>	<p>in Britain – blackouts, evacuation, Land Army</p>	<p>Ask questions to evaluate an artefact or historical source.</p> <p>Identify different types of historical bias in historical sources and explain the impact of political, racial and cultural views.</p>
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