

History Key Milestones and Progression

EYFS		KS1		KS2	
Children at the end of EYFS will understand that they and the people around them have changed as time goes on. They will also understand that events happened before they were born. They will have begun to recognise differences between the past and present, through storytelling and interaction with objects and images from the past.		Children at the end of Key Stage 1 will be able to ask and answer historical questions using basic sources of information, such as the internet, books and photographs. They will be able to order sequence and order a small number of events and/or artefacts from the past in a timeline. Key Stage 1 historians will be able to recount the events of famous people's lives and understand the importance of their contributions to life and/or society. They will begin to understand the differences between different points of history.		Children at the end of Key Stage 2 will be able to ask and answer questions about historical changes and their causes, as well the similarities and differences between different historical periods. They will be able to make informed responses to these questions using a wide range of sources, including primary and secondary written sources. Key Stage 2 historians will have a thorough knowledge of the history of the British Isles prior to 1066 and be able to note change and continuity throughout this time.	
Clifton Primary School History Progression of Knowledge and Skills					
	Nursery	Reception	Yr 1	Yr 2	
Vocabulary	Past, yesterday, tomorrow, long ago, before, now, months, days, going to, already happened, Later, After	Past, Present, Future, Yesterday, Tomorrow, Next Week, Next year, Next Month, Months, Days, Years	Before, after, past present, then now. Decade, century, long ago, yesterday. Similar, different. Change, because, reason, result, effect. Parliament, monarch. Famous, important.	Significant, contribution, national, international. Change, because, reason, result, effect. Parliament, monarch. Famous, important. Research, sources, object, artefacts. Surrogate, significant, inventor, engineer, source, activist, campaign, politician, protest, segregation, equal rights, apartheid, Explorer, pioneer, bandit, expedition, summit, astronaut, cosmonaut, orbit, launch, information source	
Chronology	Children remember and talk about significant events in their own experience.	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, events encountered in books read in class and storytelling.	Children can explain how they have changed since they were born and can sequence events in their lives. (Term 1A, Term 1B) Children can match objects to people of different ages. (Term 1B)	Children can sequence 3 or 4 artefacts from different periods of time and can explain what an object in the past might have been used for. Children can create a time line of events in the life of significant person (Rosa Parks - 2A, Christopher Columbus 3a) Baby care – 3B	

<p>Enquiry and Interpretation</p>	<p>Activities: Look at baby and 'now' photos of themselves. Photographs of events that have happened in Nursery. Reflections on learning journals. Festivals and special events</p>	<p>Activities: Draw people in our house. Toys and Transport past and present. Reflections on learning journals. Book talk. Circle time. Festivals and special events</p>	<p>Children can ask their parents/grandparents questions. (Term 1B) Children can ask and answer simple questions about old and new objects. <i>E.g. When was it used? How is it different/similar to objects used today? Why was it invented?</i> (Term 1B) Use stories to distinguish between fact and fiction.</p>	<p>Children can answer questions using books and the internet e.g. <i>When did [famous person] live? What were they famous for? What other events happened in their lives?</i> Nelson Mandela - 2A Children can compare two versions of a past event (Moon Landing - 3a) Discuss reliability of photos/accounts/stories.</p>
<p>British, local and world history knowledge.</p>			<p>Children know and can give examples of how things were different when their parents and grandparents were children (recreational activities including holidays, clothes and food). Children know key facts about significant events in the past (The Great Plague, The Great Fire of London – Samuel Pepys, Gunpowder plot, Titanic). (Term 1B, Term 2B, Term 3A) Children know and can talk about someone famous who was born or lived in Birmingham (Matthew Boulton, James Watt, William Murdoch). (Term 1B, Term 2A, Term 2B, Term 3A) Children know why there is a monument to a famous person in the city Centre (The Golden Boys). (Term 1B)</p>	<p>Children know how some people have helped us have better lives <i>(why people did things, why events happened and what happened as a result)</i> (Rosa Parks -2A, Florence Nightingale – 2A, Edith Cavell - 2A, Emily Davison - 2A, John McAdam - 1B, James Watt - 2A, Edward Jenner - 2A, Charles Macintosh 1B) Children know key facts about significant events in the past (Bus boycott - 2A, right to vote, first aeroplane flight 3a, First exploration to the North pole and South Pole-3A, Reaching the summit of Mount Everest 3a, Space race 3a, Air travel 3a). Children know differences between different ways of life at different times. Ibn Battuta -3A</p>
	<p>Yr 3</p>	<p>Yr 4</p>	<p>Yr 5</p>	<p>Yr 6</p>
<p>Vocabulary</p>	<p>AD/BC, prehistory Stone/Bronze/Iron age Archaeology, artefact Hunter-Gatherer, agriculture Invasion, migration, conquest, settler King, peasant, lord, monarchy Pagans, Christianity, church, pope, saints, monastery, monks, missionary</p>	<p>BC, ancient, prehistory Civilisation Bronze age, artefact, archaeology, discovery, museum Pyramid, monument, mummification, rituals, sarcophagus, gods/goddesses Pharaoh, slaves, kingdom, empire.</p>	<p>Decade, generation, century, millennium, circa, A.D, B.C, C.E, B.C.E, chronology, primary evidence, secondary evidence. Aristocracy, invention, monarchy, execution, nation, parliament, emperor, empire. Democracy, Gods / Goddesses, myths and legends, significance, slave, artefact, change. Church, Christianity, invasion, peasant, rebellion, republic, revolt, settler. Settlements, aqueducts,</p>	<p>Ancient civilisations, aristocracy, chronology, dark ages, discovery, myths and legends, peasant, significance. Differences, compare society, culture, past, timeline, periods, historical, similarities, chronological WW2 – Blitz, rationing, air raids, evacuation, invasion allied, axis, Hitler, leaders, Jewish, concentration camp, Germany, France, Islamic, civilisation, impact, Benin, Mayan, achievements, inventions, innovations, significant, continents, Africa, Asia, Central America, temples, trade, sacrifice, class structure, hierarchy</p>
<p>Chronology</p>	<p>Children can summarise and order the main periods studied (Stone, Bronze, Iron) Children can sequence several events (history of Cadbury factory - term 2a) .</p>	<p>Children can place events from the time studies on a time line (events of Ancient Egyptian dynasties/kingdoms). Children gain perspective on the breadth of ancient history (the Ancient Egyptian kingdom lasting for about 3,000 years). Understand more complex terms and terms relating to the study unit (BC and AD).</p>	<p>Children can summarise main events from a period of history, explaining the order of events and what happened. Children know and sequence key events of time studied (Victorians term 1a Greeks Term 1b , Romans Term 2a) Children can use relevant terms and labels from their period (Greeks/Romans) Term 1a Children can make comparisons between different times of the past (Victorians/Romans)</p>	<p>Children can find connections between the societies above and describe trends over time for different civilisations. Children can find connections between the Vikings and Islamic Empire and describe trends over time for different civilisations. Children can order the chronology of the early English crown as it passed between the two civilisations on a timeline and understand why it changed so much.</p>

<p>Enquiry and Interpretation</p>	<p>Children can distinguish between different sources and look at different representations of the period.</p> <p>Children can begin to give reasons for different ways in which the past is represented.</p> <p>Children can use different sources to find answers to specific questions (photos of the past compared to present day. Local history walk around Balsall Heath e.g. What notable events have happened in Balsall Heath? How has the local area been shaped by people/events? How has Balsall Heath changed through time? Term 1a)</p> <p>Children to take a visit to Bournville. Local area study to compare to Balsall Heath (term 2a)</p> <p>Children observe small details from artefacts and pictures and select the relevant information.</p> <p>Children can explain the difference between the hunter-gatherer lifestyle and farming.</p> <p>Children can explain the changes to society brought about by a switch to farming.</p> <p>Children can explain why Iron age hill forts were built.</p>	<p>Children can look at the evidence available and begin to evaluate the usefulness of different sources (artefact, buildings, hieroglyphics, etc.).</p> <p>Children can ask and answer questions and use this evidence to build up a picture of a past event (e.g. How Tutankhamun died -Looking at different ideas about the way he died, how we have discovered these and the reasons archaeologists have changed their minds based on new evidence).</p> <p>How did the lives of the Ancient Egyptians differ from ours? What did they believe? How do we know about the Ancient Egyptians?</p>	<p>Children begin to identify primary and secondary sources (Greeks and Romans).</p> <p>Children can offer some reasons for different versions of events (Victorians-Empire, Romans- In Britain, Greeks-Alexander)</p> <p>Children can select the relevant information from sources with increasing confidence to build up a picture of a past event (Greeks, Romans and Victorians).</p> <p>Children can use evidence to ask and answer questions to draw conclusions about similarities and differences.</p> <p>Discuss The Roman Empire and its impact on Britain</p>	<p>Children recognise primary and secondary sources to answer specific questions (e.g., Carlton Cinema bombing)</p> <p>Children are aware that different sources of evidence may lead to different conclusions.</p> <p>Children bring knowledge gathered from several sources together into a fluent account. (Moseley Swimming Baths, Carlton Cinema, Old Clifton Primary School and Balsall Heath Park).</p> <p>Children can devise historical questions about change and cause and construct informed responses, selecting relevant historical information</p> <p>Children consider the provenance and reliability of sources (Vikings)</p> <p>Children can compare and contrast the religions of the Anglo-Saxons and Vikings.</p>
<p>British, local and world history knowledge.</p>	<p>Children understand the differences between stone, bronze and iron ages. (Term 3a)</p> <p>Children know what people learnt from stone age paintings. (Term 3a)</p> <p>Children know and can describe a typical day for stone age men, women and children, including how they hunted and ate and compare with life today</p> <p>Children understand how and why people emigrated to Birmingham and Balsall Heath. (Term 1b)</p> <p>https://billdargue.jimdofree.com/glossary-brief-histories/a-brief-history-of-birmingham/the-20th-century/</p> <p>Children understand how people from the Stone/Bronze/Iron ages produced their food.</p> <p>Children can explain how Bronze age people used technology</p>	<p>Children understand the effects of the river Nile on the development of Ancient Egyptian society and culture. (The settlements of Luxor and Cairo transforming into cities, the development of irrigation and its link to the Middle Kingdom).</p> <p>Children understand the hierarchical system of Ancient Egypt. (Link it to the hierarchy of school to chn can understand parallels).</p> <p>Children know certain aspects of Ancient Egyptian beliefs, including mummification and the afterlife. (Link to gods and which god is responsible for which aspect of life and the afterlife).</p> <p>Children know about the pharaoh Tutankhamun and the discovery of his tomb thousands of years later. (Link to Howard Carter and using the artefacts from Tutankhamun's tomb to teach us</p>	<p>Children can explain how the lives of the wealthy differed from the lives of poorer people. (Victorians, Greeks, Romans)</p> <p>Children know about some of the things that the Greeks gave the world. (Olympic Games, democracy, maths/philosophy)</p> <p>Children know that the Greek Gods were an important part of Greek culture.</p> <p>Children know about things that the Romans did for Britain. (Roads, central heating, calendar) Term 2a</p> <p>Children know why the Romans needed to build forts in Britain.</p> <p>Children understand that Rome was a very important place, and many decisions were made there.</p> <p>Children know that Britain was invaded on more than one occasion. (Boudicca)</p> <p>Children understand that the Roman Empire was made up of places and</p>	<p>Children can summarise how Britain may have learnt from other countries and civilisations. (Islamic empire)</p> <p>Children know how their locality has been shaped by what has happened in the past. (Carlton Cinema bombing)</p> <p>Children know events from the past using dates when things happened. (WWII)</p> <p>Children know the impact of people from all over the British Empire participating in the war effort (Explore countries from the Common Wealth- explore Windrush society).</p> <p>Children are aware that many of the early civilisations gave much to the world. Identify the achievements of early civilisations and their impact on British society</p> <p>Make comparisons between ancient civilizations and British history</p>

	<p>Children can explain the main features of Iron Age hill forts.</p>	<p>about the way that the Ancient Egyptians lived). Children know where Anglo-Saxons came from. Children know at least two famous Anglo-Saxons (Alfred the Great and Aethelred the Unready) Children know the link between Anglo-Saxons and Christianity, and how they were converted from paganism. Children know that many Anglo-Saxons were farmers (beginnings of the feudal system -> progression from stone age hunter-gatherers). Children know that Anglo-Saxons gave us many of the words we use today (Old English). Children can explain how the lives of the wealthy were different from the lives of poor people in Anglo-Saxon England.</p>	<p>people from a wide variety of areas (link to multi-ethnic Roman army) Children know about the lives of at least two famous Romans. (Julius Caesar, Hadrian) Children know how crime and punishment has changed over a period of time. (Victorian corporate/capital punishment) Children know and can compare what it was like for children in Victorian times and present their findings to an audience. Children know about the impact that The Victorians had on the world.</p>	<p>Examine the significance of how Balsall Heath was affected by WW2 (beyond 1066). Children know that Anglo-Saxons and Vikings were in conflict with one another and can explain why the Vikings overpowered the Anglo-Saxons. (Term 3b) Children understand the origins of the Vikings and why they carried out raids Children understand the importance of Alfred the Great's resistance to the Vikings. Children understand the features of Viking religion, particularly in how it relates to Anglo-Saxon religion. Children can explain why the Anglo-Saxons ceded land to the Vikings (Danelaw).</p>
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