

## History Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Within Living Memory</b>	<b>Within Living Memory</b>	<b>British History between Stone Age and 1066</b>			<b>Study of a period of British history beyond 1066</b>
<p>3/4 year olds Begin to make sense of their own life-story and family's history.</p> <p>Reception Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and</p>	<p>Know that the toys their grandparents played with were different to their own</p> <p>Know that toys people from the past played with are different to their own</p> <p>Organise a number of artefacts by age</p> <p>Know what a number of older objects were used for</p> <p>Know the main differences between their school days and that of their grandparents</p>	<p>Describe memories and changes that have happened in their own lives</p>	<p>Know how Britain changed between the beginning of the Stone Age and the iron age</p> <p>Know the main differences between the Stone, Bronze and Iron ages</p> <p>Know what is meant by 'hunter-gatherers'</p>	<p>Know how Britain changed from the Iron Age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudica</p> <p>Know about at least one famous Roman emperor</p>	<p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> <p>Use a timeline to show when the Anglo-Saxons were in England</p> <p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p>	<p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>Know how Britain has had a major influence on the world</p>

storytelling.					Know why the Vikings frequently won battles with the Anglo-Saxons	
	<b>Beyond Living Memory</b>	<b>Beyond Living Memory</b>	<b>Very ancient civilizations</b>	<b>Local History</b>	<b>Very ancient civilizations</b>	<b>Ancient civilizations</b>
		<p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to those of children a long time ago</p> <p>Choose and select evidence and say how it can be used to find out about the past</p>	<p><b>Ancient Greeks</b> Know some of the main characteristics of the Athenians and the Spartans</p> <p>Know about the influence the Gods had on Ancient Greece</p> <p>Know at least five sports from the Ancient Greek Olympics</p>	<p>Know about, a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p>	<p>Know about, and name some of the advanced societies that were in the world around 3000 years ago.</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</p> <p>Appreciate how different life was in Britain when these civilizations were at their strongest</p>	<p>Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</p> <p>Know why they were considered an advanced society in relation to that period of time in Europe</p>
	<b>Significant people or events</b>	<b>Significant people or events</b>				
	<p>Name a famous UK person from the past and explain why they are famous</p> <p>Remember parts of stories and memories about the past</p> <p>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</p>	<p>Know about a famous person from outside the UK and explain why they are famous</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>				
	<b>History of the Locality</b>	<b>History of the Locality</b>				
	Know the name of a famous person, or a	Know how the local area is different to the way it used to be a long time ago. Race				

	famous place, close to where they live  Guy Fawkes-York	Course, links with school logo.  Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)				
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