

St Andrew's CE School progression of knowledge and vocabulary

Skill	EYFS	Y1	Y2	Y3	Y4	Y5
Constructing the past	Identifying that things from the past might be different from today – technology, cars, houses etc.	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – Changes to the school building Local castles</p> <p>Identifying that significant events and individuals from the past have helped shape the present locally, nationally and internationally – First aeroplane flight</p> <p>Identifying that there are some themes that link history together – locality, toys, transport etc.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Significant explorers Great Fire of London</p> <p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – John Martins Wood Norton Almonry Evesham Abbey</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times e.g. festivals</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Building an understanding of post-1066 Britain through the changes in Crime and Punishment</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • education • entertainment, <p>Building an understanding of post-1066 changes leading to a Modern Britain</p> <ul style="list-style-type: none"> • Diversity • housing, • education • entertainment, • Holidays • edit <p>Comparing Anglo Saxon Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation</p> <p>Building a coherent knowledge of The Battle of Evesham</p> <ul style="list-style-type: none"> • achievements • society • impact.
Sequencing the past/Chronology	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p> <p>Use photographs of pupils as a baby and a recent photograph and discuss differences between babies and four and five year olds</p> <p>Using photographs of their parents / guardians at different stages of their lives. Pupils discuss the differences in a set of photographs such as hair and clothing styles. Pupils sequence pictures of babies, school children, young adults, middle-aged and old people.</p> <p>order the events of a story or nursery rhyme.</p>	<p>Identifying that events and people form the past may have occurred across a greater period of time than just themselves</p> <p>Sort objects as 'old' and 'new.' E.g. toys</p> <p>organise objects and photos by placing the oldest one on the left through to the newest object on the right e.g. toys, castles and planes</p> <p>Identifying that events and changes have happened in order – development of planes</p> <p>Identifying that there are different periods of time in history – Anglo Saxons, Normans, Victorians, 20thC etc.</p> <p>organise pictures from a story in the correct chronological sequence.</p>	<p>Identifying and comparing people from different periods of time – Isambard Kingdom Brunel – Mae Jemison Matthew Henson – Mary Kingsley- Sir Ranulph Fiennes</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Matthew Henson voyaged to the North Pole on a three-masted steam-powered schooner, better technology meant Fiennes used a diesel engine for his Transglobe expedition which meant it was more efficient, faster and could travel further distances without refuelling. Fiennes also had electronic and improved satellite technology to support the ships navigation.</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>Developing an understanding of concurrence of civilisations around the world during these times e.g. achievements of different civilisations at the same period of time.</p> <p>Read timelines that have both AD and BC in them</p> <p>Oder events in a set period of history.</p> <p>Begin to understand the concept of history and pre history and how</p>	<p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Make links across periods in the interpretation of timelines.</p> <p>Create their own timelines within a period of history e.g. Romans</p> <p>Read timelines with more complexity to understand time scale e.g. Boudica revolt displayed on timeline with arrow, whereas creation of roads presented on timeline as a bar to show the longer period of time in which this happened.</p>	<p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Interpret timelines that extend chronological knowledge beyond 1066 and covers different periods of history e.g. Changes in Crime and Punishment</p> <p>Children create and interpret timelines within and across periods of history.</p> <p>Understand concepts such as immigration and identify that they have happened at different stages of British History. E.g. Windrush Generation, Anglo Saxons, Normans etc</p>

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			<p>Understand the concept of living memory (last 80 years) and beyond living memory</p> <p>Begin to read timelines to identify events and people within and beyond living memory</p>	<p>modern history is much shorter compared to pre history</p> <p>Compare more than one timeline at the same time e.g. early civilisations</p>		
Continuity and change	<p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p>	<p>Identifying that changes have happened in history that can impact on today – transport, schooling</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p>	<p>Identifying that changes throughout history have had important consequences – e.g. development of railways</p> <p>Identifying WHY some things have stayed the same throughout history –explorers, the need for transport, the need to farm</p> <p>Identifying the continuity and changes to the local area through farming</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuities and changes of ancient civilisations, in particular the Egyptian Civilisation, achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • language • irrigation and farming techniques • society, • beliefs 	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and change throughout the Anglo Saxon and Viking period of British History:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Comparing similarities and differences between the Ancient Maya and Anglo Saxon Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and change beyond 1066 in:</p> <ul style="list-style-type: none"> • Changes to modern a Britain • Changes in Crime and Punishment
Cause and effect	<p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p>	<p>Identifying that certain events and individuals have had major consequences in history – The Wright Brothers first aeroplane flight</p> <p>Identifying that history can affect the local area, as well as nationally and globally – development of farming and exports of different fruit and vegetables globally</p> <p>Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.</p>	<p>Identifying that certain events and individuals have had major consequences in history – Isambard Kingdom Brunel we still use some of his creations today.</p> <p>Fire of London – the first fire brigades were formed as a result</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them – significant explorers - missions for exploration</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' – Great Fire of London and safety changes made due to it</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Identify what caused the change from the use of Stone, to Bronze to Iron.</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the achievements and the effect on following civilisations and today -Romanisation of Britain</p> <p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p>	<p>Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?</p> <p>Identifying the cause and effect of migration and immigration in Britain as either positive or negative</p> <p>Identifying the cause and effect of the Battle of Evesham and what may have happened if the defeat had been reversed.</p> <p>Identify the cause and effect of policing within Britain</p>
Significance and interpretation	<p>Understanding that some events and people from history are important because they have achieved something or had an effect</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Begin to understand what makes someone or something significant -</p>	<p>Identifying why certain people/events are significant in the wider context of history – Isambard Kingdom Brunel's achievements</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p> <p>Great Fire of London – change in city design</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p> <p>Identify the significance of the ancient civilisations and their impact</p>	<p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify the significance of the achievements of the Romans in Roman Britain</p> <p>Identify the significance of the settlement of the Anglo Saxons and the Vikings and their resulting legacy</p>	<p>Using Battle of Evesham primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</p> <p>Identify the significance of societal changes in Britain</p> <ul style="list-style-type: none"> - Changes in crime and punishment e.g. suffragettes

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			Development of transport leading to changes in produce distribution Identifying why some buildings are significant locally and nationally Wood Norton Evesham Abbey The Almonry	nationally and internationally in relation to their achievements and inventions	Identify why interpretation of these sources is critical to our understanding of the past	<ul style="list-style-type: none"> - Changes that have led to a modern Britain e.g. migration and immigration. - Events that have led to the change in attitudes towards diversity <p>Interpret the achievements of the Maya compared to the Anglo Saxons and make a judgement on their significance – which achievements were more impressive?</p>
Carrying out a historical enquiry	Starting to ask simple questions about people or events from within living memory	How has our school changed over time? Why was the Wright Brother's first aeroplane flight so significant? Guided enquiry using knowledge from topic	What was Brunel's greatest achievement? Why were children evacuated to Evesham? What changes happened as a result of The Great Fire to make London safer? Guided enquiry using knowledge from topic Making semi-independent decisions and using evidence provided to justify	Why did hunter gathers begin to settle? What were the Ancient Egyptian Civilisations greatest achievements and why were they significant? Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify	How much did the Romans really impact Britain? Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	Were the suffragettes right to break the law? Corporal punishment should be brought back to improve school behaviour. Why did the Maya civilisation decline? Independent selection of sources to provide evidence Making independent decisions using a range of evidence to justify Independent selection of sources, arguments and evidence to justify opinion or hypothesis
Using sources as evidence	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	Analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson's suitcase Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources	Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages	Questioning the validity of sources and contradictions – Boudicca, Bede Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	Using sources to interpret viewpoints, including bias – Battle of Evesham Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans /Anglo-Saxons/Vikings Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion
Vocabulary and communication	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'peasant' 'prehistoric' 'artefact' 'BC/AD' 'civilisation'	Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'

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