



Progression - History

Strand	Progression statement	Year 3	Year 4	Progression statement	Year 5	Year 6
Historical Knowledge						
1. Constructing the past	Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	Children can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Greeks). Children can identify details from several themes, societies, events and significant people covered in local, national and global history (societies- how does the Ancient Greek society compare to modern day life, comparing things such as religion, daily life and Olympic games. Compare Spartan and Athenian society.	Children can describe and details and impact of the formation and spread of the Roman Empire, including knowledge of chronological dates (800BC - AD410). Children can explain the reason for Hadrian's Wall, the construction, layout and use until the end of Roman Britain. Children can identify the need for straight, stone roads in Roman Britain, how they were built and their legacy in Modern Britain. Children can describe the social hierarchy of the Shang Dynasty. Children can identify the different types of gods and their	Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Children can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of the Tudors). Children will show a good knowledge of the six Tudor monarchs and the events which brought them to power. They will be work to retain key dates and events of the Tudor period and make connections with previously studied historical periods, eg. Anglo Saxons. Children will explore the role of religion in Tudor society and the split from Rome. Children	Children can begin to show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Ancient Egyptian civilisation). Children can begin to show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions



		<p>Describe what life at Feed My Lambs school like compared to Brackley) (Events- Identify key features of the Olympic games and describe how it is different to today's Olympics. Identify key reasons why Athenians won the battle of Marathon) (significant people- Discuss the rule of Alexander the Great- begin to describe what an empire is, compare to the British Empire studied in Y2 Victorians)</p>	<p>different uses. Children can identify significant figures from Shang culture (Fu Hao and Shang Di). Children can describe the spread of Christianity, including Iona, Lindisfarne and Canterbury. Children can identify details about Anglo Saxon settlements, including their buildings and job roles.</p>		<p>will learn about food and drink for rich and poor, as well as different Tudor fashions. Children will discover the reasons behind the names of the ages(Stone, Bronze and Iron). They will explore the role of Druids in establishing different religions and discover some of the Gods they worshipped. Children will be able to describe the different tools used by the earliest humans to hunt and survive. Children will come to understand and appreciate the achievements of prehistoric man. Children will develop a detailed knowledge of the evolution of entertainment throughout the 20th Century in the UK. They will consider the development of cinema, the radio and</p>	<p>and characteristics. Children compare the daily life of different of ancient Egyptians. Children are able to articulate the various differences and similarities in the life of a farmer and a nobleman. They will explore the economic and cultural significance of the River Nile. Children will know the events that led to the outbreak of WW2. They will remember the key dates and understand the significant change in political power (Neville Chamberlain to Winston Churchill). Children will link this knowledge to local sites such as RAF Turweston and Bletchley Park.</p>
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					the early history of television.	
2. Sequencing the past	Develop chronologically secure knowledge and understanding of British, local and world history.	Children can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the history of Brackley). Children can chronologically sequence events from Norman period to modern Brackley on a timeline (550AD-present day). Children can study the development of structures of Brackley across time, e.g the train lines, coach houses, roads and the castle. Children sequence and create a timeline of key events in Ancient Greece history (776BC- 146BC) and the life of	.Children can sequence the significant dates of the spread of the Roman Empire (800BC - AD410). Children can sequence the significant dates of the Roman invasion of Britain (55BC, 54BC and AD43). Children can identify the chronology of Anglo Saxon Britain following Roman Britain.	Develop chronologically secure knowledge and understanding of British, local and world history.	Children can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important developments, people and events on an annotated timeline). Children will be able to place the key events from the Tudor period on a timeline and understand how it fits into other periods of history they have studied. Children will be able to order the sequence of the six Tudor monarchs between 1485 - 1603 and retain these dates.Children will be able to sequence the order of the different ages and how they fit	Children can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Egyptian life over time using a range of dates and period labels). Children are able to understand that the ancient Egyptian civilisation was around 5,000 years ago. They can articulate what came before and after relating their understanding to other topics studied. They can order events within the ancient Egyptian civilisation on an annotated timeline, understanding how to order BC (BCE) and AD



		Alexander the Great. Children also explore and research artefacts related to Alexander the Great.			into general historical chronology and topics they have previously covered - eg. Ancient Greeks and Romans. Children will begin to sequence the growth of the entertainment and sporting industry from 1900 through to the 1966 World Cup.	(CE) dates. Children can recall key dates in British history from the outbreak to the end of WW2 (1939-1945). Children understand key local dates (Sept 1940) - bombs dropped in Banbury.
History Concepts						
3. Change and development	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Children can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of Ancient Greece). Children explore similarities and differences within certain time periods, such as how Olympics have changed over time. They also explore how Brackley developed as an important trade route	Children can describe the changes from Roman Britain to Anglo Saxon Britain, including their settlements and armies. Children can identify the change from paganism in Britain to early Anglo Saxon Christianity. Children can describe the changes between Anglo Saxon settlements and Roman settlements.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Children can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance). Children will learn about the huge societal change brought about by the reformation and creation of the Protestant church. Children will compare and contrast different	Children can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time e.g. WW2, the development of the Enigma machine). Children will learn about significant changes within the



		and the importance of coach houses.			<p>dwellings, such as roundhouses for the Bronze age compared to hillforts for the Iron Age. Children will explore the difference between the cinema experience in the 1920s and those of cinema goes today. They will also compare football kits from 2 different decades in the 20th Century.</p>	<p>ancient Egyptian civilisation over time (e.g. mummification).</p>
4. Cause and effect	Address and devise historically valid questions about cause.	Children can describe some relevant causes for, and effects on, some of the key events and developments covered. Children describe the cause of the battle of marathion in Ancient Greece and explore the effects of the choices made and why the Athenians won. Children discuss how Brackley changed and the cause of those changes, along with	Children can identify reasons for the Roman invasion of Britain, such as the need for resources. Children can discuss the reasons for the position of the Shang settlements near the Yellow River. Childen can discuss the reasons for Hengest and Horsa's invasion of Britain.	Address and devise historically valid questions about cause.	Children can place several valid causes and effects in an order of importance relating to events and developments. Children to explore the significance of the Tudor rose in ending the Wars of the Roses and creating the Tudor dynasty. Children will be able to descibe the impact of the Tudors on the historical direction of the country. Children will explore the	Children can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain how Britain stood against the axis powers during WW2). Children can explain the circumstances that lead to the outbreak of WW2, they can discuss and order events such as creation of the



		the effect they made on Brackley society,			significance and use of Stonehenge and build theories surrounding the purpose of the monument.	Hilter youth, Kristallnacht and when Hilter became Fuhrer. Children can explain the development of different rituals such as mummification throught the ancient Egyptian time period.
5. Significance and interpretations	Address and devise historically valid questions about significance.	Children can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Ancient Greece). Children explore key events of Ancient Greece and learn why these events are significant and how they have influenced us today, such as the result of the battle of Marathon and the legacy of Alexander the Great.	Children can name significant people associated with the Roman Empire (Julius Caesar, Claudius, Augustus Caesar, Boudicca and Hadrian) and their roles within the chronology. Children can describe the three attempts to conquer Britain leading to the successful invasion. Children can use their knowledge of Shang hierarchy to separate the views of the different social classes. Children can identify key figures from Anglo Saxon Britain (Vortigern,	Address and devise historically valid questions about significance.	Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece). Children will be able to explain the significance of the split from Rome. Children will use their research skills to explore different aspects of Celtic life	Children can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Egyptians). Children can understand the significance of the persecution of Jews and the Nazi invasion and can explain the effect on the rest of the in world.



			Hengest and Horsa). Children can identify common British settlement suffixes and their origins in Anglo Saxon culture.			
	Understand how our knowledge of the past is constructed from a range of sources.	Children can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Greeks). Children ask valid questions for enquiries, such as exploring the artefacts of Alexander the Great and discussing what we can learn from them. Children explore the locality of Brackley and enquire how settlements and buildings have changed over time.	Children can understand the reasons behind Boudicca's rebellion and subsequent failure. Children can	Understand how our knowledge of the past is constructed from a range of sources.	Children can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about the Stone Age). Children will discuss and debate the reasons for Henry VIII's actions. Children will explore Skara Brae and how this archeological find influenced our understanding of villages at the time.	Children can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about Winston Churchills leadership during WW2). Children can recognise that different groups of people will have different perspectives and opinions of the same events/people - propaganda and the German population.
Historical Enquiry						



<p>6. Planning and carrying out a historical enquiry</p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>Children can ask valid questions for enquiries and answer using a number of sources. Children discuss the question of how Victorian Brackley is different to modern Brackley. Children compare two different city states from Ancient Greece and thoughtfully discuss which they'd prefer to live in. Children develop knowledge of key vocabulary such as democracy, society, empire, trade, settlement, city states</p>	<p>Children can use photographic sources from the Shang Dynasty (Fu Hao's Tomb) to devise historical questions.</p>	<p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>Children can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry). Children will choose one of Henry VIII's six wives to research and create a fact file. They will research the role of crime and punishment in Tudor society and compare to our current systems. They will consider how children's lives have changed so radically from the 1960s to the present day.</p>	<p>Children can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry). Children research and present information on an Egyptian god. Children will look at the leadership of Winston Churchill throughout WW2 and decide if he was a good leader, they will present their findings as a poster.</p>
<p>7. Using sources as evidence</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Children can understand how sources can be used to answer a range of historical questions. Children can</p>	<p>Children can use photographic sources to understand details about the Shang culture and religion. Children can use</p>	<p><openpyxl.worksheet.f ormula.ArrayFormula object at 0x7ea890a77520></p>	<p>Children can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions</p>	<p>Children can comment with confidence on the value of a range of different types of source for enquiries, including extended</p>



		<p>understand how sources can be used to answer a range of historical questions through secondary sources (looking at photos of Brackley over time) and primary sources (conducting a field trip around Brackley).</p>	<p>written sources as evidence to discuss the spread of Christianity across Anglo Saxon Britain.</p>		<p>about the usefulness and reliability of sources relating to the locality during the Tudor times). Children will also have the opportunity to explore different types of Tudor fashion and food and drink. Children will discover some of the artefacts excavated at Skara Brae. To aid their exploration of the 1960s children will watch footage from the time and ask family members for recollections.</p>	<p>enquiries (e.g. select evidence that supports their judgements of how the war affected the local area). Children analyse a variety of sources for information on the discovery of Tutankhamun's tomb from photographs to newspaper reports. They will consider the value of each source and what it tells them about Tutankhamun.</p>
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