

History- Progression Document

Historical Threads

Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

Second order concepts	EYFS	KSI	LKS2	UKS2
The expansion and dissolution of empires (Tyranny, conquest, army, war, civilization, remembrance, slave, protection)	Reception: 'That's not my traditional tale'- Castles and knights	Carr Mill 100 years ago	The Stone Age	Roman Empire - Invasion Viking Invasions
		History Detectives	A Street Through Time	World War I's impact on St Helens The British Empire
British Values and Democracy (Peace, public, society, government, parliament, rules, prime minister, tax, law, court, parliament, political party, rules)	Nursery- Growth, me and my family. Reception: Our beautiful world- changes overtime.	Rosa Parks / Carr Mill 100 years ago	Coaly and Paney	Viking and Anglo Saxons (Fight for the kingdom- heptarchy)
		My Memory Box/ The Titanic	A Street through time (crime and punishment)	World War I's impact on St Helens Ancient Greeks
Industry and Invention (Revolution, invention, money, recession, growth)	Nursery- houses and homes(construction) Reception: Super me! Changes in technology	George Stephenson	Coaly and Paney	Roman Britain- Romanisation
		The Titanic	A Street Through Time Coaly and Paney- Industrial revolution	World War I's impact on St Helens Ancient Greeks
The evolution of the monarchy (Coronation, King, Queen, Ruler, power)	Nursery: My life story. Reception: 'That's not my traditional tale'- Kings and Queens then and now.	Carr Mill 100 years ago	Changes in Britain from the Bronze to Iron age	Roman Britain- Boudicca
		History Detectives/ My Memory Box	A Street Through Time	World War I's impact on St Helens
Diversity- People's lives and how they have shaped the nation/ wider world (Religion, church, settlement, culture, border, city, county, civilization, peasant)	Nursery- Old and new houses. Reception: Super Me! - Changes through living memory.	Rosa Parks	Coaly and Paney	Anglo Saxons/ Vikings (Culture- Canterbury)
		The Titanic	Mesoamerica V's Ancient Britain The achievements of the earliest civilizations	Ancient Greeks British Empire: Impact on Humanity

History- Disciplinary Knowledge Progression

Chronology

To ensure the pupils have a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.

EYFS	KSI	LKS2	UKS2
<p>Describe differences between yourself as a baby and the way that you look now.</p> <p>Sequence images of themselves or another as a baby, toddler and infant.</p> <p>Sort images of people into, babies, children and adults.</p> <p>Notices and understands common words related to the passing of time (the olden days, not nowadays, in the past, a long time ago)- link to tradition tales and fairy tales.</p> <p>Realises that an image from a nursery rhyme is now from nowadays, based on clothing, objects, etc.</p>	<p><u>Grasps that simple narratives have a beginning, middle and end- correctly sequencing 3 episodes from an event.</u> The Titanic (events leading to it sinking), Rosa Parks (arrest, boycott, segregation laws changing)</p> <p><u>Uses a simple timeline to sequences, events, pictures or artefacts.</u> Images of monarchs (past, present and future), images of themselves,</p> <p><u>Sequence 3 of the same object into 'old' 'very old' and 'new'.</u> 70's topic, looking at things from three family generations, understanding that old does not mean broken/ scuffed.</p> <p><u>Understand that the world was different in the olden days.</u></p> <p><u>Confidently uses the terms 'old' and 'new' and 'then' and 'now' when talking about the past.</u> Old and new trains/ transport (George Stephenson/ Titanic), old and new sorting activities (related to energy and coal)</p> <p><u>Can sequence within clock and to some extend calendar time (recurring events)</u></p>	<p><u>Can sequence events in simple narrative.</u> Pilkington brothers, retrieval tasks of knowledge of KSI history, narrative if early British history.</p> <p><u>Describe and compare lengths of time.</u> Stone age, bronze age and iron age- which one was longer, why do you think this was?</p> <p><u>Grasp what an interval of time means, using phrases such as '300 years ago'.</u> A Street through time, how many years ago did XX monarchy rule?</p> <p><u>Can use words that describe the passing of time, such as during and after.</u> Ancient civilizations- describing the process of mummification, looking at British history Iron age to Bronze age.</p> <p><u>Talk about the past in terms of periods (Victorian, Edwardian, etc.)</u> Understand that we are in the Carolean age (Local history topics), Talk about more complex time periods in Pre-history (neolithic and Mesolithic)</p> <p><u>Can talk about three periods of time.</u></p>	<p><u>Accurately differentiate within a longer period</u> Identifying between Romans, Viking and Anglo-Saxon ways of life/ eras. Building of learning throughout cycle A, comparing life in WWI with life today (20th century vs Carolean age)</p> <p><u>Use key dates as important markers of events.</u> All topics, annotating individual timeline, retrieval/ flashback activities.</p> <p><u>Use more sophisticated markers when comparing periods of time (XX lasted XX number of years)-</u> Describing and comparing the two world wars/ analysing Windrush, how many years did the Romans live in Britain for? How long did Ancient Greek democracy last for?</p> <p><u>Appreciate the ideas of duration and interval.</u> durations of the wars, British history durations (Roman to Saxon eras)</p> <p><u>Make links between three periods of history, spotting and comparing similarities and differences.</u> Comparing the two wars (WWI and empire topic and war today)</p> <p><u>Match iconic images to each time period studied.</u> Clip art images, images from timelines, photographs</p>

Bonfire night, remembrance Sunday, Christmas, etc. Look at Christmas in the 70's.

Ancient ancients- comparing and describing each one, Stone age, Bronze age and iron age (Mesolithic and Neolithic Britain)

of now and then, what do they represent and why (Greek topic, poppies, etc.)
Use dates and specific terms confidently to

Cause and Consequence

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

EYFS

Explain the actions of a character in a story or nursery rhyme, using 'because'.
Explain why they have taken a certain action in the classroom, when talking about themselves.
Appreciate the difference between old and new, dirty and worn, explaining why things look or become 'old and worn'.
Start to ask questions about why things have happened. For example, why do we have a new king?

KSI

Give a simple reason as to why a person in history acted the way that they did
Rosa Park- childhood, life experiences.
People jumping from the boat into the freezing cold water (Titanic)- multiple reasons for deaths.
Simple consequences as to why something happened due to someone's actions.
Introducing of ship safety laws, Iceberg patrols.
Abolishment of segregation laws in America and how this still impacts people today.
Give a clear explanation of an important event, listening more than one reason as to why it took place. Bus Boycott in America, Rainhill Trails (impact of the industrial revolution in the area, need to link between major cities), deaths on the Titanic- weak communication, misread warning, time taken to get help,
To understand why certain inventions there successful, what happened next and

LKS2

Understand that the actions and choices from the past led to things happening
Why did the Mayan's wants to settle? Why was the pyramid so significant? Choices of monarchs through time and the consequences in Britain. One person inventing one thing- fire/ wheel.
Understand that events have more than one cause. E.g., largest scale events/ groups of people. Focusing upon invasions overtime (Street through time) The events that led to the industrial revolution.
Give detail of more than one cause to explain an event. (Pharaohs, the impact of the industrial revolution/ Invasions over time).
Understand that events usually happen for a combination of reasons (Creation of jobs - coal and glass, Mayans- creation of calendar)
Explain an event, referring to the events that built up to it. (Stone age- Iron age- Bronze age), and the consequences of what

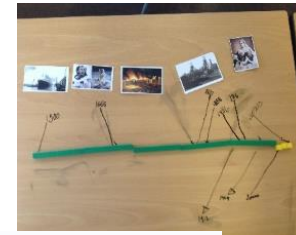
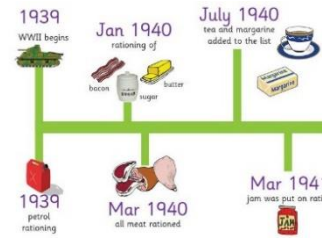
UKS2

Understand that events have more than one cause and that there are general and impersonal causes that lead to events happening. E.g., largest scale events/ groups of people. (WWI- Why did it start? Why did it last so long? The Christmas Truce.)
Explain (not describe) rather than list causes (Why did the killing of Franz Ferdinand lead to WWI? Why did certain countries involve themselves in the war (allies)?
Explain an event using a simple form of classification (Why did people want to come to Britain- land, materials, etc. and what impact it had on people in Britain (taxes, laws, etc.)
Causes are connected. One cause might be linked to another. (Romans leaving Britain- Why were we pen to further invasions? Why did we enter a dark age?)
Explain an event, referring to abstract ideas such as long- and short-term

how they impact life today (Ranhill trails, electricity, lightbulbs, telephones, etc.)
Recognise why people did things. why events happened and what happened as a result (Rosa Parks- segregation/ integration, Stephenson's trails- changes in socialisation/ holidays because of advances in the railway)

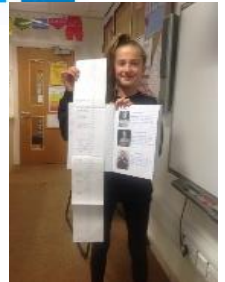


happened in each (weapons, early machinery, etc)



events (British empire- impact on humanity and the war)

Expresses an explanation and backs up with evidence. Some people think... the main reason was... this was important... (Ancient Greece- What consequences do they have on our lives today legacy)



Historical Enquiry

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

EYFS

KSI

LKS2

UKS2

Through continuous provision, handle a variety of artefacts/ pictures, making simple remarks about them being 'old' and from the 'past'.

Begin to recognise that characters in a book they know acted as they did because it was a long time ago.

Point to familiar images of themselves in family photographs.

Find an answer to a question by looking at a simple artefact or picture. History detectives- images of castles and their uses The Titanic- how was life different across the class systems? Carr Mill- Images of coal/ finding out about its uses.

Look at photographs of themselves at different stages of life. explain whether they are a toddler, baby, etc. and how they know. Use this to draw simple conclusions about my life and that of others around me. My memory box, creating a timeline to show my life- Carr Mill topic

Observe and handle an artefact, referring to it as a source of evidence, describing its main features and talking about its function.

Victorian artefacts- Carr Mill, My memory box- 70's artefacts/ old and new, photographs of monarchs, etc.

Respond to simple questions about the past, finding answers from a selection of sources to build understanding. The Titanic- understanding events through newspaper articles, eyewitness accounts and artefacts, Rosa Parks- looking at newspaper articles, present day evidence such as statues, books, videos, etc, George Stephenson- Rainhill trails video clips, images of bridges still here today, news articles.

Investigate by asking questions about a person or event, using the teacher in role. The Titanic-

Make deductions from a piece of evidence/ photograph, going beyond what the literal eye would see. A street through time - the evolution of Britain, The Stone age- Iron age, understanding why we can only infer meaning.

Extract simple information from text, picture and objects, making simple deductions and showing basic comprehension. Coaly and Paney book, A Street through time book, images of historical sites (Skara Brae, Stone Henge, Mayan sites, etc.)

Start to select and combine more than one source to build a bigger picture of the past, helping you to answer questions. Artefacts, images of St Helens in the past and present, use of secondary sources when looking at the ancient civilizations- maps, videos, web pages, etc.

Begin to cross reference information to see if sources match up with each other.

Comparing information in a Street Through time with other sources of evidence.

Understand and explain the difference between a primary and secondary source.

Throughout all topics- more focus in

Accurately cross reference sources to see if they match up with each other. Sources about the war (diaries, eyewitness account, propoganda, videos) Greek- Athenea and Sparta sources- why do they tell such a different story?

Combine several sources of your choice, stating whether they are primary and secondary, to build a detail account of the past. Ancient Greeks (sources from Sparta and Athena), The British empire- selecting sources from different authors.

Identify whether a source is inaccurate or accurate, using terms such as 'bias, propoganda' and by identifying the author. Lots of the information held about Sparta is from Athenian sources. What implications might this have? World war, information about Windrush (positive and negatives- how was it mis sold).

Investigate your own line of enquiry by posing historically valid questions. Child led interest throughout out all topics, opportunities to research/ analyse sources at ta historical site (Romans)

Choosing sources for enquiry. Would you choose primary or secondary sources?

Class system/ role play experiences, 70's day experience, Rosa Parks - Empathising with feelings/ understanding events.
Use two sources to spot differences and draw conclusions. Photos of castles/ Buckingham palace to draw conclusions about changes in the monarchy. Photos of the Titanic- what was it like in each class?

autumn (Street through time and local area topic)
State that some sources are more useful to use than others, referring to sources as 'primary' and 'secondary'. Introduce the words 'reliable and non-reliable' when handling sources. (interpreting the impact of the industrial revolution, understanding life in ancient history- why do news articles keep being released about historical sites today?)

How do you select quality sources of information? (justification) Throughout al topics- Focusing on why some topics (Ancient Greeks) have more secondary sources.

Historical information and sources of evidence

Progression of sources supporting document. At Carr Mill we aim to ensure that children have accessed and used a wide variety of historical sources to support enquiry through history lessons.

Source of Evidence/ Information	EYFS	KSI	LKS2	UKS2
Museums	Artefacts in continuous provision rather than museum visit	Skipton Castle Titanic Museum Liverpool	The World of Glass	Chester Roman walls trip Jorvik Centre Museum (Website only)
Books	Traditional tales Books about the Queen	Little People, Big Dreams (Rosa Parks, Queen Elizabeth II, Martin Luther King, Emmeline Pankhurst) Stories from the past	A Street through time The Canary Sings: Coaly and Paney History Project	St. Helens Pals book wrote by WWI soldiers/ their recounts. Horrible Histories (Greeks, Romans, etc.)- also use videos.
Websites/ internet research Video clips	Songs	The Titanic Museum website Children encyclopaedia (Victorians) Newsround videos about the monarchy Rainhill Trials video clips	St Helens local archive website BBC Learning sites/ clips National archives	National Geographic website (Seven wonders of the world) St Helens Archive Website/ Smithy St Helens Heritage Centre (WWI)
Artefacts (Artefact boxes from local library service)	Artefacts in continuous provision. Handling old and new objects - technology (phones, typewriter, etc)	Victorian artefact boxes (toys, clothes, etc.) 70's experience day	Stone age experience day (Clud) Local artefacts- coal, glass, etc.	Roman artefact box Handling artefacts at Chester War artefacts (ration tines, letters, poppies, etc.)
Photographs	Photos of kings and Queens Photos of our local area Family photographs/ baby photos	Family photographs- timeline of photos Victorian photographs Maps/ images of St Helens now and then	Past and present photos of St Helens landmarks	Photographs of Hadrian's wall.
Real life accounts/ diary entries	Recounts from parents	Eva Hart- Titanic Survivor Family recounts about childhood	Miners' memories Information taken from local St Helens people (Coaly and Paney Book)	WWI recounts/ memories. (Liverpool Echo Gallery/ memories of locals)

Textbooks		History detectives topic- castle diagrams, information on monarchy changes	Stone age books Maps of ancient civilizations	CGP Ancient Egypt textbook CGP Ancient Greece textbook
Statues/ memorials	The Queen	Rosa Parks statue in America Queen Victoria statue- St Helens	Temple remains, lion gate statue, Sphinx statue in Greece	War memorials, local graveyard gravestones of WWI soldiers,
Newspaper articles	Child led learning- changes of monarchy, coronation, etc.	News reports on The Titanic	Recent articles about findings at historical sites- ancient	Recent articles about findings at historical sites- ancient/ Roman
Artwork		Bayeux Tapestry Paintings of monarchs from the past	Stone age cave paintings	Egyptian wall paintings Greek vases

Change and Continuity

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

EYFS	KSI	LKS2	UKS2
<p>Give examples of how life is different for them now in comparison to when they were a baby/ toddler.</p> <p>Use then and now when looking at events from everyday life.</p> <p>Give a reason for why something has changed between now and the past.</p>	<p><u>Understand how life would have been different for children in the past.</u> 70's Christmas vs Christmas today, education/ child labour (Carr Mill then and now), lack of electrical equipment and technology.</p> <p><u>Identify old and new objects, explaining how they have changed.</u> Old and new trains- why do we not use steam trains as much today? Old and new heating, etc.</p> <p><u>Describe how features of life would differ today, compared to in the past</u> Life in a motte and Bailey castle v's life in Sandringham castle today, Victorian holidays (impact of the steam train, use of planes today)</p> <p><u>Sees simple changes between the beginning and end of a period studied.</u> Rosa Parks- Freedom movement, abolishment of segregation law/ slavery, The Titanic sinking- 5 major mistakes.</p> <p><u>Identify changes based on similarities and differences (homes, lifestyles, etc.)</u> Our Christmas/ 70s Christmas- looking at presents, traditions, styles in house, etc.</p> <p><u>Comparisons of artefacts/ photographs from the time period studied with a different era.</u> Throughout all topics.</p>	<p><u>See simple changes between the beginning and the end of a very long period.</u> Street through time- using images from the book to observe changes, Stone age topic- understanding how Britain changed from pre-history to Bronze age.</p> <p><u>Identify changes based on similarities and differences (homes, lifestyles, etc.)</u> A Street through time- similarities and differences of life in each era, Mesoamerica V's ancient Britain comparison.</p> <p><u>Say when some changes are more significant than others.</u> Closing of the mines in St Helens, abolishment of child labour.</p> <p><u>Some changes are called a 'revolution' because of their wide scale and nature.</u> The industrial revolution- What happened in St Helens, how did this impact the local and wider area?</p> <p><u>Some changes are relatively slow and some more rapid and noticeable.</u> Balance of rural and urban population in the Victorian era (Local area study)</p> <p><u>Understand why not all changes are welcomed by everyone.</u> Victorian</p>	<p><u>See why changes don't always last.</u> British empire- not the same as it used to be. After the Roman era we entered a 'dark age'</p> <p><u>Grasp that some changes can happen quickly and are easily reversed.</u> The struggle of for the Kingdom between the Angle Saxons and the Vikings.</p> <p>Romanisation of Britain.</p> <p><u>Understand what is meant by a turning point in history.</u> WWI- significance of battles. The British empire- Windrush. Edward the Confessors death.</p> <p><u>Sees that some changes can lead to others.</u></p> <p>The impact of slavery on the industrial revolution (British empire). The formation of the heptarchy and how that impacts life today. The ending of WWI and the beginning of WW2- why did we end up in another WW so soon?</p> <p><u>Give reasons as to why not all changes would have been welcomed by everyone.</u> Romanisation of Britain, early democracy in the Ancient Greek era.</p> <p><u>Identify and analyse trends over time.</u></p>

Offer reasons why simple changes occur.

Why might holidays/ travel seem more enjoyable today than when George Stephenson was alive?

railways- The impact it would have had on local factories and their workers

Roman- Anglo Saxon- Viking era- changes through British history (life power, society, etc.) The British empire and the two world wars.

Interpretation

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

EYFS	KSI	LKS2	UKS2
<p>Look at how a familiar event (birthday) can be represented in different ways and give a different version of events, through photos, videos, oral memories, etc.</p> <p>Begin to understand that we can not always remember what has happened in our past (some children may remember their first day at school, others may not)</p> <p>Look at different versions of nursery rhymes and traditional tales, spotting simple similarities and difference between the pictures and events.</p>	<p><u>See that there are different versions of real historical situations, spotting similarities and differences.</u> Titanic- newspaper articles from England and America V's eye whiteness accounts. Life in Carr Mill (positives and negatives of the industrial revolution)</p> <p><u>Spot differences between different versions of events, e.g. see that pictures in books vary in detail.</u> Images from the film the Titanic and paintings based on eyewitness accounts, paintings of William the Conqueror and images of him in video clips.</p> <p><u>Realise that not all sources of information answer the same question.</u> Diagrams and images of castles and their uses, images of the coal mines past and present, maps of the local area then and now.</p> <p><u>Understand that Grandparents recollections of their childhood may vary.</u> Carr Mill then and now- How would local memories compare to those of people in cities?</p> <p><u>Understand that it is impossible to know for sure what happened.</u> People use</p>	<p><u>See that not all written accounts in books give the exact same reason for something.</u> The Street through Time book Vs historian reports about stone age/ early settlements. Coaly and Paney book (positive images of St Helens) Vs information on the negatives of the industrial revolution.</p> <p><u>Understand that people can disagree about something in the past, without one of them being wrong.</u> Industrial revolution- views of different citizens (businessmen- making money, poor people in poor living conditions)</p> <p><u>Give a simple reason as to why we might have more than one version of events.</u> Why is there not written evidence from about prehistoric history- what impact does this have?</p> <p><u>See that there are often different interpretations because the gaps in the evidence are so large, they are filled with imagination.</u> The Street though time- how has this been constructed? Why do we get a more accurate picture as time evolves? Interpreting historical sites such as caves (Stone age) and interpretation about</p>	<p><u>Identify differences between the different versions of the same event.</u> Historical sources and the Ancient Greeks V's Ancient Greek mythology, Windrush- What people were promised vs. what actually happened (empire perspective, Caribbean persons perspective)</p> <p><u>Understand that history is being continuously re-written.</u> Work of archaeologists (Maya), changes in things that we know about Romans (Roman coin article), discoveries at Yorvik (Viking topic)</p> <p><u>Understand that difference versions of the past have been created for different audiences.</u> WWI: Propaganda about the war, novels about evacuation, information about suffragettes, etc. Information about the British Empire and Windrush/ slavery, Anglo Saxon Chronicle</p> <p><u>Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge.</u> People thinking that Vikings are just raiders, when they were traders too, The Greek democracy was strong and</p>

evidence and their imagination to reconstruct some events.

The Titanic- The film is not real-life footage. The Rainhill trails videos.

recreational time in Mesoamerica based on historical sites.

routed, when in fact it only lasted for 185 years.

Grasp that interpretations might be different depending on the theme/ aspect of history being studied. Positive and negatives of the empire.