



Progression Grid

History

2023-2024

| Skills | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Chronology</p> | <p>Pupils are able to talk about past experiences and share the including events that occur regularly within child's experience, for example seasonal patterns, daily routines and special times, events and celebrations.</p> <p>Pupils can develop a sense of timelines and chronology through use of daily timetables displayed in classrooms.</p> <p>Pupils can talk about past and present events in their own lives and in those of members of the</p> | <p>Pupils can order toys from the past through into the present.</p> <p>Pupils can order the life of historical figures. (Florence Nightingale and Kitty Wilkinson)</p> <p>Pupils can place events in exploration in chronological order.</p> <p>Pupils can place events of the Great Fire of London in chronological order. Pupils know how the Great Fire of London started and spread.</p> | <p>Pupils can place events of The Titanic in chronological order.</p> <p>Pupils can place the lives of The Beatles in chronological order. Pupils can order the rise of The Beatles success.</p> <p>Pupils can place events of Prehistoric Britain on a timeline.</p> | <p>Pupils know when Ancient Egypt civilisation occurred. They know about the Old Kingdom, Middle Kingdom and the New Kingdom within Ancient Egypt and the changes that occurred.</p> <p>Pupils know the story of The Epic of Gilgamesh and can retell it during the Cradles of Civilisation era.</p> <p>Pupils know the battles of Alexander the Great in chronological order.</p> | <p>Pupils can place the rise of Roman Empire in chronological order.</p> <p>Pupils know how Rome started and how Rome grew. Pupils chronologically know where and when the First, second and third, Punic War started. Pupils know the timeline of Hannibal's journey to Rome.</p> <p>Pupils can place the changes of Roman Britain in chronological order.</p> | <p>Pupils know when Islamic Civilisation occurred. They will know how and when the building of Baghdad began.</p> <p>Pupils know when the Anglo-Saxons occurred. They will know when Christianity came to Britain and how Mercia's power changed over time.</p> <p>Pupils know that Roman ruled in Britain (54 to c.410), Anglo-Saxon ruled in Britain (c.450 to 1066), Arab Muslim control of Cordoba (c.715 to 1236) Arab Muslim control of Persian lands including Baghdad (c.660</p> | <p>Pupils can place the major events of the Second World War in chronological order.</p> <p>Pupils can sequence the events of the legend of Robin Hood in chronological order.</p> <p>Pupils can place the rise of the Kingdom of Benin in chronological order.</p> |

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| | <p>family and friends.</p> <p>Pupils have a sense of time and people from the past including fairy tales, traditional tales and nursery rhymes.</p> | | | | | <p>to 1258), Vikings in Britain (c789 to 1066) on a timeline.</p> <p>Pupils know how raids began to come to Britain chronologically.</p> <p>Pupils know and can identify the story of Freydis and the bull in the Viking camp. Pupils can order the story the Norse Saga, the saga of Lei Erinkson.</p> <p>Pupils can order the story of Helga and Arne in Jorvik on market day.</p> | |
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| <p>Historical Vocabulary</p> | <p>Pupils can use language relating to time in conversations:</p> <p>yesterday, old, past, now, and then and use of questions such as 'what happened next?' After reading a story or looking at other sequences of events such as getting dressed, planting a seed or through making something.</p> | <p>Pupils can apply key historical vocabulary relating to:</p> <p>The passing of time- such as before, after, a long time ago, Toys from the past and present, (local history) Florence Nightingale and Kitty Wilkinson and The Great Fire of London.</p> | <p>Pupils can apply key historical vocabulary relating to:</p> <p>The Titanic, local history (the Beatles), pre-historic Britain (Stone Age)</p> | <p>Pupils can apply key historical vocabulary relating to:</p> <p>Ancient Egypt Cradles of Civilisation The Indus Valley Persia and Greece Ancient Greece Alexander the Great.</p> | <p>Pupils can apply key historical vocabulary relating to:</p> <p>Roman Empire, Christianity in 3 Empires, Arabia & early Islam, Cordoba: The city of light.</p> | <p>Pupils can apply key historical vocabulary relating to:</p> <p>Islamic Civilisations, Anglo-Saxon Britain, Vikings in Britain (Lady of Mercians), Norse Culture, Vikings in Britain (Changing Rulers, Changing Worlds)</p> | <p>Pupils can apply key historical vocabulary relating to:</p> <p>The Second World War, Crime and Punishment and the Kingdom of Benin.</p> |
| <p>Historical Figures</p> | <p>Children have access to books which is rich with high quality books linked to the past, books about time, change and growth and characters from the past are featured.</p> | <p>Pupils can examine and compare the lives of two historical figures - Florence Nightingale and Kitty Wilkinson.</p> <p>Pupils can identify key historical figures- Samuel Pepys</p> | <p>Pupils identify the key roles historical figures during the Titanic- Captain Edward Smith, Thomas Andrew, Bruce Ismay</p> <p>Pupils can identify key local historical figures and their role in the band - The</p> | <p>Pupils can identify key historical figures within Ancient Egypt- Howard Carter</p> <p>Pupils can identify key historical figures within Cradles of Civilisation- Gilgamesh.</p> | <p>Pupils can identify key historical figures and their role in the rise of the Roman Empire - Julius Caesar.</p> <p>Pupils can identify key historical figures within Roman Britain – Boudicca,</p> | <p>Pupils can identify key historical figures and their role in the:</p> <p>Rise of Islamic civilisation – Al-Mansur, Galen, Rhazes</p> <p>Vikings in Britain (Lady of the Mercians) - Basil,</p> | <p>Pupils can identify key historical figures and their role in the:</p> <p>Second World War – Winston Churchill, Adolf Hitler.</p> <p>Crime and Punishment-</p> |

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| | Books are often read daily including books with figures from the past. | | Beatles (John Lennon, George Harrison, Paul McCartney and Ringo Starr). | <p>Pupils can identify key historical figures within the rise of the Persian Empire - King Darius.</p> <p>Pupils can identify key historical figures within the Greek world - Cleisthenes, Pericles.</p> | <p>Caratacus, Hadrian.</p> <p>Pupils can identify key historical figures in The Roman Republic- Hannibal, Scipio.</p> | <p>Augustine, Bede, Hilda, Cynethryth, Offa.</p> <p>Vikings of Britain (Lady of Mercians)- King Alfred, Offa, Cynethryth, Bede</p> <p>Norse Culture- Thor, Leif Erikson, Freydis</p> <p>Vikings in Britain (Changing Rulers, Changing Worlds)- Alfred, Aethelflaed</p> | Robin Hood, Hamo |
| Historical Understanding | <p>Children know about old and modern toys, objects, music, clothes from other cultures and countries.</p> <p>Pupils can identify similarities, differences and change.</p> | <p>Pupils can identify historical changes within their own living memory - how we travel? How we can explore?</p> <p>Pupils understand past and present and change over time, relating to their own experiences.</p> | <p>Pupils understand and can identify the different ways of living and lifestyle onboard the Titanic in 1912.</p> <p>Pupils can identify the people involved and the reasons they could have behind the sinking of The Titanic.</p> | <p>Pupils know about the old kingdom, middle kingdom and the new kingdom within Ancient Egypt and the changes that occurred. They will understand Ancient Egyptian religion, government, art, monuments,</p> | <p>Pupils can identify main features of why The Roman Republic become so powerful.</p> <p>Pupils can understand the importance of sources and what they reveal about Roman life.</p> | <p>Pupils can identify why and know the causes for why there were so many restless minds in Cordoba and in Baghdad.</p> <p>Pupils can understand and explain the impact the Anglo-Saxons had on Britain,</p> | <p>Pupils can explain how life in Britain changed during the Second World War.</p> <p>Pupils can explain how criminals were punished 800 years ago, types of crime and how the punishments</p> |

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| | <p>Pupils understand changes over time and with the support from adults they can differentiate between past and present by growing plants or looking at photographs of their life.</p> | <p>Pupils understand how Florence Nightingale and Kitty Wilkinson impacted on the way we live today and how they changed healthcare.</p> <p>Pupils understand how and when the Great Fire of London started, how quickly it spread, how was it put out, how was London rebuilt, the damage it caused and what evidence we have of this great event.</p> | <p>Pupils can compare places from the past to the present - differences in the way of living in Liverpool in 1960's compared to present. Pupils understand the impact The Beatles had on fashion, their legacy, culture, music, people, UK and Liverpool.</p> <p>Pupils can compare places from the past to the present - differences in the way of living in during the Stone Age and now.</p> | <p>beliefs, death and farming.</p> <p>Pupils understand the development of (Cradles of civilisations) writing to record trade, the ancient civilisations of the world, river & settlements and art of ancient civilisations.</p> <p>Pupils understand the sites and artefacts in the Indus Valley, buildings and structure. They'll understand the similarities and differences between the Indus valley and Sumer and Egypt.</p> <p>Pupils can understand the structure of the Greek world -</p> | <p>Pupils can identify main changes in Roman Britain.</p> <p>Pupils can compare and contrast against Adulis, Rome and Constantinople.</p> <p>Pupils are explicitly introduced to the idea of 'blending of cultures' in Constantinople, a confluence of Asian and European traditions.</p> <p>Pupils can understand how Islam spread so fast and recognise the city life in Arabia, the distinctive religious beliefs and practices of the first Arab Muslims.</p> | <p>how they invaded Britain and how they lived.</p> <p>Pupils will understand why the Norsemen raided the monasteries and churches. They will understand the Viking links to other parts of the world and Muslim trade and how Vikings changed as they settled in other parts of the world.</p> <p>Pupils will have understanding of Norse Culture including sagas, art, poetry, folklore, Nordic gods, goddesses, stories and customs.</p> <p>Pupils will have understanding on Vikings</p> | <p>changed during the 18th and 19th century.</p> <p>Pupils can describe some of the beliefs and rituals of people of the Benin Kingdom.</p> |
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| | | | | <p>polis, acropolis, temple, political context, Persian Wars and Greek religion-gods and goddesses.</p> <p>Pupils understand the Athenina democracy and empire art, culture & learning in Ancient Greece including architecture, religion, literature and philosophy.</p> <p>Pupils can recognise and describe developments within the reign of Alexander the Great - mathematics, astrology.</p> | <p>Pupils can recognise the motivations and concerns of the Arab rulers of al-Andalus in Cordoba: city of light.</p> | <p>impact of places in Britain, reconstruction of houses, Viking beliefs, Christianity, Guthrith and Second Village Age</p> | |
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| <p>Interpretations of History</p> | <p>Pupils can make sense of their own life stories by being able to talk about photos, memories and retelling family stories.</p> | <p>Pupils can compare places from the past to the present - how has London changed? Pupils can compare how objects have changed- How have toys developed into modern day?</p> <p>Pupils can identify the impact and changes brought by Florence Nightingale and Kitty Wilkinson on national life.</p> <p>Pupils can examine appropriate sources during the Great Fire of London and Samuel Pepys- why might diaries from the past be useful for us today?</p> | <p>Pupils can recognise the impact of The Titanic- how has it impacted on the modern world- how is it remembered?</p> <p>Pupils can analyse a historical source, applying it to know and understand key features of events of - pictures and videos of the Beatles. Pupils can examine the significance The Beatles had on the world.</p> <p>Pupils can explain key aspects and change during Prehistoric Britain. They can compare life then compared to now.</p> | <p>Pupils can examine how ancient Egyptians lived and what they believed in. Identify the discover of Howard Carter and the impact this had on his findings.</p> <p>Pupils can compare and contrast the similarities and differences of Ancient Egypt and Ancient Sumer.</p> <p>Pupils can explain key aspects of Greek culture - the Gods, language.</p> <p>Pupils can analyse historical sources and artefacts and use them as evidence to</p> | <p>Pupils can create historically valid questions about similarity and difference between the Roman Empire and different civilisations.</p> <p>Pupils can choose appropriate sources to answer questions about the Roman Empire; going beyond simple observations.</p> <p>Pupils can choose appropriate sources to answer questions about The Roman Republic; going beyond simple observations.</p> <p>Pupils can examine</p> | <p>Pupils can examine and compare historical artefacts and sources from Early Islamic Civilisation- The House of Wisdom.</p> <p>Pupils can recognise how historians learned about Anglo-Saxon Britain.</p> <p>Pupils can explain the change in England due to the Vikings overtime.</p> <p>Pupils can find evidence to make comparisons between Beowulf and stories from contrasting world civilisations.</p> | <p>Pupils can examine a range of sources from WW2- propaganda, evacuation- What impact did propaganda have on people during WW2?</p> <p>Pupils can examine sources to help the identify change during the 18th and 19th century punishment of criminals overtime.</p> <p>Pupils can explain the significance of the Benin Kingdom within African and world history.</p> |
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| | | | | <p>explain what we know about Indus Valley Civilisation.</p> <p>Pupils can examine sources to help them identify change during Ancient Greece.</p> | <p>appropriate sources about the life of the Roman Empire.</p> | <p>Pupils can look at artefacts to identify how historians and archaeologist help is to understand the hidden world of ordinary Viking people in Britain.</p> | |
| <p>Historical Enquiry</p> | <p>Pupils can ask questions about aspects of their familiar environment such as the place where they live or the natural world.</p> | <p>Pupils can analyse a historical source, applying it to know and understand key features of events – Toys from the past and present.</p> <p>Pupils can identify historical changes within their own living memory- how Florence Nightingale has influenced healthcare today.</p> | <p>Pupils can analyse sources and evidence through newspapers and radio recordings of how and why the Titanic sank and what key historical figures were involved.</p> <p>John Lennon Museum Pupils can examine and compare historical artefacts to know how they influenced music and culture.</p> | <p>Pupils can choose appropriate sources and artefacts to discover the ways in which ancient Egypt changed overtime.</p> <p>Pupils can create historically valid questions about similarity and difference between Ancient Egypt and Ancient Sumer.</p> <p>Pupils can examine and</p> | <p>Pupils can examine and compare historical artefacts and art and architecture of Roman, Byzantine and Cordoban (early Muslim) art and architecture</p> <p>Pupils can examine the government and politics of Tribal structures in ancient Arabia. The emergence of the sophisticate Roman model in</p> | <p>Pupils can choose appropriate sources to answer questions about early Islamic civilisation; going beyond simple observations. Including the modern world and how to build the perfect city.</p> <p>Pupils can choose appropriate sources to answer questions about the impact Anglo-</p> | <p>Pupils can understand how our knowledge of the past is constructed from a range of perspectives and sources – including cultural, economic, military, political, religious and social history.</p> <p>Pupils can explain using sources and evidence how the way we catch and punish criminals</p> |

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| | | <p>Pupils can find evidence through sources of the consequences the Great Fire of London had on the city and its people.</p> | <p>Pupils can analyse a historical source, applying it to know and understand key features of events – life during the Stone Age compared to now.</p> | <p>compare historical artefacts and art of ancient civilisations.</p> | <p>the Republic: how it emerged from monarchy, how it was threatened, why it was replaced with empire.</p> | <p>Saxons had on Britain and how historians learned about Anglo-Saxon Britain- change of power, Basil's discovery and migration.</p> <p>Pupils can look at timelines and sources to find out how the Vikings changed England.</p> <p>Pupils can make similarities and connections with the Norse people and other people during this period.</p> <p>Pupils can look at artefacts and sources to discover how Christianity changed as it travelled.</p> | <p>has improved in the last 100 years.</p> <p>Pupils can examine and compare historical artefacts and artwork from the Benin Kingdom.</p> |
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