

Progression in History at The Milford Academy

Historical Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Chronological Awareness</u></p> <p>Constructing and sequencing the past</p>	<p>Begin to understand the concept of past and present. Including that people lived before them.</p> <p>Talk about significant events in their own lives and in the lives of family members.</p> <p>Recognise differences between past and present through stories, pictures, and experiences.</p> <p>Use basic language of time (e.g. before, now, then, a long time ago)</p>	<p>Develop awareness of the past, using common words and phrases relating to time (e.g. past, present, years ago).</p> <p>Have an understanding of changes within living memory and those which are not e.g. The Great Fire of London was not but the development of some toys are.</p> <p>Sequence events and objects in chronological order. Use toys to explore change over time – how long is the time period change from earliest toy to most recent and how this links to living memory.</p> <p>Identify similarities and differences between ways of life in different historical periods Use changes in ‘Toys’ and transport for ‘The Great Explorers’ to illustrate. How was life different in Christopher Columbus life to Neil Armstrong?</p>	<p>Sequence events/objects and understand how they fit within a chronological framework – Chronology of inventions and Great Women studied.</p> <p>Recognise significant historical figures and events beyond living memory.</p> <p>Use and apply simple dates and historical vocabulary.</p> <p>Understand where the development of the Lace Market industry fits within other events studied in year 2 (Great Inventions &amp; Great women) using simple dates and ‘before’ and ‘after.’</p>	<p>Place historical events and periods on a timeline with increasing accuracy.</p> <p>Recognise the concept of continuity and change over time. How did life change from Stone Age and Iron Age?</p> <p>Use key terms such as ancient, modern, century, and decade.</p> <p>Identify how different eras relate to each other chronologically. What changed from the stone age to the building of castles (Medieval era).</p> <p>With support begin to evaluate sources and understand their historical context.</p>	<p>Develop a secure understanding of chronology by sequencing key historical periods. When were the Egyptian and Roman Empires in relation to each other.</p> <p>Use BC/AD correctly and begin to understand different historical interpretations.</p> <p>Describe connections, contrasts, and trends over time.</p> <p>Begin to evaluate sources and understand their historical context.</p>	<p>Place key events and periods on a timeline, including those previously studied and those studied this year</p> <p>Use precise historical vocabulary and a clear chronological structure.</p> <p>Recognise historical themes, trends, and key turning points – The arrival of the Vikings and where did they go?</p> <p>Compare and contrast different periods of history, making connections.</p>	<p>Develop a sophisticated understanding of chronology, integrating knowledge from across primary history.</p> <p>Use a range of sources critically to understand historical perspectives.</p> <p>Compare and contrast change over time through Crime and Punishment since the Roman invasion.</p> <p>Explain the lasting influence of past historical events – The impact of ‘The Battle of Britain’.</p>

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<p><u>Knowledge and understanding of significant aspects of history (K&amp;U)</u></p> <ul style="list-style-type: none"> <li>British history</li> <li>Local history</li> <li>Global history</li> </ul>	<p><b>Marvellous Me!</b> Children will reflect on their own personal history and what makes them special. <i>Community and Culture</i></p> <p><b>Holidays</b> At the seaside Children will learn about places beyond their local environment. They will talk about the similarities and differences, whilst reflecting on past memories and the present. <i>Community and Culture</i></p> <p><b>Fabulous Figures</b> Mae Jemison Florence Nightingale Children will learn about different job roles and the significance of different inspirational</p>	<p><b>Great Explorers</b> To learn about the concept of exploration and explorers and traits needed to be an explorer. Learn significant explorations (e.g. Columbus, Armstrong). <i>Exploration and Invention</i></p> <p><b>Toys</b> To learn about changes in toys over time and consider how this links to societal/technological developments <i>Exploration and Invention</i></p> <p><b>The Great Fire of London</b> To learn how it started and what factors contributed to its rapid spread. Would the same thing happen today – consider changes in cityscape. <i>Conflict and Disaster</i></p> <p><b>Toys</b> To learn about changes in toys over time and consider how this links to societal/technological developments <i>Exploration and Invention</i></p>	<p><b>Great Women in History</b> To learn about the key features of civilisations (Kings, Queens) <i>Hierarchy and Power</i></p> <p><b>Great Inventions</b> To learn about significant inventions in history (e.g. printing press, internet). To consider the timeline of these inventions. <i>Exploration and Invention</i></p> <p><b>The Lace Market in Nottingham</b> To learn about the development of the Lace industry in Nottingham and how relevant inventions and industrialisation enabled it. <i>Community and Culture Exploration and Invention</i></p>	<p><b>Stone Age, Bronze Age and Iron Age Britain</b> To understand the technological/cultural societal changes during this time period. <i>Community and Culture</i></p> <p><b>Castles</b> To understand how historical events have impacted on the local area e.g. 1066, local castles <i>Conflict and Disaster</i></p>	<p><b>Roman Empire and its impact on Britain</b> To understand the reasons the Romans invaded, key events (building of Hadrian’s wall) and how their culture differed from ours (Gladiator games) <i>Conflict and Disaster</i></p> <p><b>Ancient Egypt</b> Learn about the discovery and significance of Tutankhamun’s tomb. Investigate how he may have died. <i>Community and Culture</i></p>	<p><b>Anglo-Saxons and Vikings</b> To understand the motivation and logistics behind the invasion. To question historical accuracies such as horned helmets. <i>Conflict and Disaster</i></p> <p><b>Ancient Greece</b> To Identify notable features of the ancient Greek civilisation. To evaluate the story of the Trojan horse – fact or myth? <i>Community and Culture</i></p>	<p><b>Crime and Punishment</b> To explore crime and punishment in different significant period from Romans to today. <i>Community and Culture</i></p> <p><b>WW2</b> To understand the reason for the conflict and its significance. Understand the impact on civilians then and its legacy <i>Conflict and Disaster</i></p> <p><b>WW2</b> To understand the reason for the conflict and its significance. <i>Conflict and Disaster</i></p>

	<p>people from the past.</p> <p><b>Community and Culture</b></p>	<p><b>Great Explorers as above</b></p> <p>To learn about the concept of exploration and explorers and traits needed to be an explorer. Learn significant explorations (e.g. Columbus, Armstrong).</p> <p><b>Exploration and Invention</b></p>	<p><b>Great Women in History</b></p> <p>To learn about the key features of civilisations (Kings, Queens)</p> <p><b>Hierarchy and Power</b></p> <p><b>Great Inventions</b></p> <p><b>Exploration and Invention</b></p>		<p><b>Roman Empire and its impact on Britain</b></p> <p>To understand the impact and legacy of the Roman invasion/occupation of Britain (culture, technology, society)</p> <p><b>Conflict and Disaster</b></p>		
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<p><b><u>Historical Enquiry</u></b> (H.E)</p> <p>Examining, interpreting and questioning different historical sources to support our understanding of the past</p>	<p>Recognise that pictures, objects, and stories can tell us about the past.</p> <p>Talk about experiences and family history based on photographs and objects.</p> <p>Begin to ask simple questions about the past.</p> <p>Explore and discuss differences between old and new objects.</p> <p>Understand there is a history – people lived before them.</p>	<p>Use stories, pictures, photos and simple artefacts to learn about the past</p> <p>For example</p> <p><b>Photographs</b> (e.g., pictures of Victorian schools, transport, toys, explorer’s transport).</p> <p><b>Simple artefacts</b> (e.g. replica’s of transport for explorers, toys )</p> <p><b>Stories and accounts of historical figures</b> (e.g. Fiennes, Armstrong, Peyps ).</p> <p><b>Paintings and illustrations</b> (e.g., the Great Fire of London).</p> <p><b>Simple maps</b> (e.g. Places which were explored/discovered, London).</p> <p>Ask simple questions about the past and what historical sources show.</p>	<p>Use a wider range of historical sources</p> <p>For example</p> <p><b>Photographs</b> (e.g. The Great Women, Inventions).</p> <p><b>Artefacts</b> (e.g. Lace, Lace museum visit inventions where possible e.g. internet)</p> <p><b>Stories and accounts of historical figures, begin to look at increasing written accounts</b> (e.g. Queen Elizabeth, Florence Nightingale).</p> <p><b>Paintings and illustrations</b> (e.g., the Great Fire of London).</p> <p><b>More complex maps</b> (e.g. of a city rather than whole country in Y1 – local area of Lace</p>	<p>Use different types of sources to investigate the past.</p> <p>For example</p> <p><b>Written sources</b> (e.g., letters, inscriptions).</p> <p><b>More complex artefacts</b> (e.g., coins, medieval weapons).</p> <p><b>Buildings and ruins</b> (e.g., castles,).</p> <p><b>More detailed maps</b> (e.g., Anglo-Saxon migration routes).</p> <p>Understand that sources provide evidence but may not always be completely reliable.</p> <p>Compare different sources and discuss what they reveal about a historical period.</p> <p>Recognise that people in the past</p>	<p>Investigate different sources and begin consider their reliability (with support)</p> <p><b>Written sources</b> (e.g., letters, inscriptions).</p> <p><b>More complex artefacts</b> (e.g. Roman coins, l weapons).</p> <p><b>Buildings and ruins</b> (e.g., pyramids, tombs)</p> <p><b>Newspaper articles/ reports</b> (Articles reports about Howard Carter)</p> <p><b>More detailed maps</b> (Roman settlements and roads).</p> <p><b>Oral history/interviews</b> (e.g. words of Howard Carter)</p>	<p>Evaluate a wide range of historical sources and assess their accuracy.</p> <p>For example</p> <p><b>Primary written sources</b> (e.g., accounts of raid on Lindisfarne)</p> <p><b>More complex maps and blueprints</b> (e.g. routes of Viking immigration and spread).</p> <p>Understand why sources may have different perspectives depending on the author and context.</p> <p>Recognise how propaganda and personal experiences influence historical interpretations.</p> <p>Make connections between sources and historical knowledge.</p>	<p>Critically analyse primary and secondary sources, considering their origin, purpose, and reliability.</p> <p>For example</p> <p><b>Propaganda materials</b> (e.g., WWII posters, suffragette slogans).</p> <p><b>Census data and official records</b> .</p> <p><b>Audio and video recordings</b> (e.g., Holocaust)</p> <p>Understand the difference between fact, opinion, and interpretation in historical sources.</p> <p>Assess how different sources contribute to</p>

			<p>Market in Nottingham).</p> <p>Begin to understand that sources may tell different stories about the past and question why this might be.</p> <p>Identify similarities and differences between sources.</p> <p>Ask questions to find out more about a source.</p>	<p>may have different viewpoints.</p>	<p>Identify bias and differing interpretations in sources (e.g. discovering and looting of tombs).</p> <p>Begin to make reasoned judgements about the usefulness of a source.</p> <p>Discuss why sources might present different accounts of the same event.</p>		<p>historical narratives.</p> <p>Recognise how propaganda and personal experiences influence historical interpretations.</p> <p>Justify reasoned conclusions about the past using a range of evidence.</p>
Historical Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Key Disciplinary Knowledge</b></p> <p><b>(D.K.)</b> - <i>knowledge of history as a discipline: how do historians construct knowledge about the past?</i></p> <ul style="list-style-type: none"> <li>● <b>Cause and Consequence</b></li> <li>● <b>Continuity and Change</b></li> <li>● <b>Historical significance</b></li> </ul>	<p>Talk about past events in their own lives and recognise that actions have consequences.</p> <p>Begin to understand how things have changed over time through simple discussions and stories.</p> <p>Explore why things happened in the past using simple language</p>	<p>Identify simple reasons why things happened in the past (e.g Great Fire or London)</p> <p>Use stories and pictures to explore how people's actions led to changes. (e.g. Explorers and their discoveries)</p> <p>Discuss simple cause-and-effect relationships (e.g. the Great Fire of London led to changes in building materials).</p> <p>Identify things that have stayed the same and things that have changed</p>	<p>Recognise that historical events often have multiple causes. (e.g. Growth if Lace Market in Nottingham)</p> <p>Begin to explore different consequences of historical events. (e.g. Impact of great women Queen Elizabeth)</p> <p>Discuss how actions of people in the past had both short-term and long-term</p>	<p>Identify and explain reasons behind historical events. (e.g. castles and 1066)</p> <p>Recognise that some consequences of events are intended while others are unintended.</p> <p>Understand that cause and consequence can be linked in a chain of events. (e.g. changes over time from</p>	<p>Make connections between causes and consequences in different historical events.(e.g. why did Rome invade Britain, is the reason for invasion always the same?)</p> <p>Consider how different people's perspectives may influence their interpretation of events.</p> <p>(e.g. Romans perspective as the</p>	<p>Analyse how a range of factors can contribute to historical events. (e.g. why and how did her Vikings invade)</p> <p>Evaluate the significance of different causes and consequences in shaping history.(e.g. Greek democracy)</p> <p>Recognise that some historical consequences can be immediate, while others take time to emerge. (e.g. the immediate impact of Vikings invaders and</p>	<p>Explain complex cause-and-effect relationships with a high level of detail. (e.g. cause of WW2)</p> <p>Understand how interpretations of historical causes and consequences may change over time. (e.g. the development of punishment</p>

	<p>like 'because' and 'so'.</p> <p>Recognise differences between past and present in simple terms.</p> <p>Discuss important events or people in simple terms (e.g. "The king was important because he made new rules").</p>	<p>over time. (e.g. changes and similarities of toy design)</p> <p>Recognise why some people and events are remembered. (e.g Why is The Great Fire remembered, why are some people e.g. exploders remembered?)</p>	<p>effects. (e.g. inventions or impact of great women)</p> <p>Describe simple examples of continuity and change in everyday life and in history. (e.g. similarities and development of purpose of inventions over time)</p> <p>Identify significant individuals from the past and explain why they are remembered.(e.g. Why are the Great women remembered)</p>	<p>bronze age to iron age)</p> <p>Identify and compare examples of continuity and change within different historical periods. (e.g. bronzer age though iron age)</p> <p>Recognise why some events and people are considered significant in history. E.g. 1066)</p>	<p>conquerors vs the Britain's perspective as the conquered)</p> <p>Use historical sources to understand different viewpoints on causes and effects.</p> <p>Identify and analyse patterns of continuity and change across different societies and time periods.</p> <p>(e.g. Changes in Britain as result of Roman and changes within Egypt over time – development of farming along the Nile)</p> <p>Explain why some historical figures or events have had a lasting impact. (e.g Pyramids and Tutankhamun)</p>	<p>the subsequent merges in some cultural aspects)</p> <p>Identify long-term and short-term changes in different historical periods and societies. (</p> <p>Discuss criteria for significance and evaluate the importance of key events and individuals.</p> <p>(e.g Greek legacy of democracy and Olympics)</p>	<p>over time – less barbaric)</p> <p>Justify reasoned conclusions about the significance of historical events, linking multiple causes and effects. (WW2 and battle of Britain)</p> <p>Analyse different types of continuity and change, considering factors such as culture, technology, and power structures. (e.g. how changing culture impacted crime and punishment)</p> <p>Compare different historical events and figures to evaluate their significance from multiple perspectives. (e.g. Battle of Britain perspective will differ between nations)</p>
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