

ALL HISTORIAL PERIODS SHOULD BE TAUGHT WITH THE FOLLOWING THEMES COVERED:

Religion
Settlements
Trade and Travel
Governance
Community Life e.g. work, education, home life, relationships

| History Progression at Oakworth Primary School | | | | |
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| <p>EYFS</p> <p>Nursery: Dinosaurs, Reception: Commotion in the Ocean (change in plastic use), Sparkle and Ice – Explorer Robert Falcon Scott.</p> | | | | |
| N u r s e r y | <p><u>NURSERY</u></p> <p><u>Understanding the World</u></p> <p>Begin to make sense of their own life-story and family's history.</p> | | | |
| | <p><u>Historical Enquiry and Interpretation</u></p> <p>*Asks, who, what, when, how</p> | <p><u>Knowledge of world history</u></p> <p>*Remembers and talks about significant events in their own experience</p> | <p><u>Understand Chronology</u></p> <p>*Can retell a simple past event in the correct order</p> | <p><u>Communicating Historically</u></p> <p>*Can recall and relive past experiences using, a long time ago, today, yesterday</p> |
| R e c e p t i o n | <p><u>RECEPTION</u></p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> ○ Comment on images of familiar situations in the past. ○ Compare and contrast characters from stories, including figures from the past. <p><u>ELG - Understanding the World & Past and Present</u></p> <ul style="list-style-type: none"> ○ Talk about the lives of people around them and their roles in society. ○ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ○ Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | |
| | <p><u>Historical Enquiry and Interpretation</u></p> <p>*Use photographs to evidence changes in their own lives since birth</p> | <p><u>Knowledge of world history</u></p> <p>*Be aware of some historical events celebrated / commemorated nationally</p> | <p><u>Understand Chronology</u></p> <p>*Talk about people or events, past and present, significant to themselves</p> <p>*Understand the concept of age</p> | <p><u>Communicating Historically</u></p> <p>*Use words such as: now, then, a long time ago, days of the week, before, after</p> |
| <p><u>Year 1</u></p> <p>Compare Christopher Columbus and Neil Armstrong – compare aspects of life in different periods, Victorians – Stories of Toys, Amazing Africa</p> | | | | |

| <u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>1</u> | <u>Historical Enquiry and Interpretation</u> | <u>Knowledge of world history</u> | <u>Understand Chronology</u> | <u>Communicating Historically</u> |
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| | <ul style="list-style-type: none"> *Use artefacts, pictures and stories to find out about the past | <ul style="list-style-type: none"> *Show an understanding of the concept of our nation's history and monarchy - *Recount episodes from stories about the past | <ul style="list-style-type: none"> *Sequence events in their own lives *Sequence 3 or 4 objects from the past from different time periods *Recognise changes that have occurred in own lives and that of their parents and grandparents | <ul style="list-style-type: none"> *Use words and phrases such as: nowadays, when my parents/carers were children, in the past, years, old, new, today, yesterday, birthday, when, born, tomorrow, mill, local, before and after. <p>PLUS: theme specific and previous years vocabulary.</p> |

Year 2

A step Back in Time - The Great Fire of London, World War 1, Samuel Pepys, Sir Captain Tom Moore
 Healthy Heroes - Mary Seacole and Florence Nightingale,
 On the Move – History of transport

| <u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>2</u> | <u>Historical Enquiry and Interpretation</u> | <u>Knowledge of world history</u> | <u>Understand Chronology</u> | <u>Communicating Historically</u> |
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| | <ul style="list-style-type: none"> *Identify different ways the past is represented *Using a source answer questions about the past based on observable differences | <ul style="list-style-type: none"> *Describe a significant individual or event from the past *Begin to recognise why people did things, why events happened and what happened as a result | <ul style="list-style-type: none"> *Place some events and objects on a timeline (around classroom or school) *Order some events using dates | <ul style="list-style-type: none"> *Use words and phrases such as: recently, decades, centuries, older, day, week, month, year, ancient, within and beyond living memory, past, present and future, artefact, museum, timeline, achievement, history, difference, similarity, significant and British. <p>PLUS: theme specific and previous years vocabulary.</p> |

Year 3

Changes in Britain from the Stone Age to the Iron Age.
 A non-European society that provided contrasts with British history - The Mayan civilization

| <u>Y</u> <u>e</u> <u>a</u> <u>r</u> <u>3</u> | <u>Historical Enquiry and Interpretation</u> | <u>Knowledge of world history</u> | <u>Understand Chronology</u> | <u>Communicating Historically</u> |
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| | <ul style="list-style-type: none"> *Ask and answer questions about the past using more than one source of evidence. *Suggest suitable sources of evidence for historical enquiry. *Observe small details in artefacts or pictures. | <ul style="list-style-type: none"> *Describe different accounts of an historical period. *Beginning to give a few reasons for and results of, the main events and changes. | <ul style="list-style-type: none"> *Place events and objects on a time line using dates. *Recognise the differences in aspects of their own lives and those of people in the past. | <ul style="list-style-type: none"> *Select and record information relevant to the study. *Use dates and terms to describe events. *Select and record information relevant to the study. <p>*Use words and phrases such as:</p> |

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| | | | | period, BC, AD, prehistoric, century, decades, chronology, Britain, source, UK, event, Palaeolithic, Mesolithic, Neolithic, locality and changes. PLUS: theme specific and previous years vocabulary. |
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Year 4

The Roman Empire and its impact on Britain,
The achievement of the earliest civilizations (Egyptians)

| | Historical Enquiry and Interpretation | Knowledge of world history | Understand Chronology | Communicating Historically |
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| Y e a r 4 | <ul style="list-style-type: none"> *Show some understanding that aspects of the past have been represented and interpreted in different ways *Use more than one source of evidence to ask questions and find answers to questions about the past *Use evidence to build a picture of a past event | <ul style="list-style-type: none"> *Describe some of the main events, people and changes and give a few reasons for and results of, the main events and changes *Compare some of the times studied with other areas of interest around the world | <ul style="list-style-type: none"> *Understand the concept of change over time using time lines *Understand BC/AD *Recognise how their own lives are different from the lives of people in the past | <ul style="list-style-type: none"> *Describe the characteristics of features of the past, presenting their ideas in imaginative ways *Use dates, time period, era, change, terms and vocabulary related to the time period studied, chronology. *Use words and phrases such as: earliest, current, modern, cause, consequence, connections, contrasts, impact, influence, Prime minister, power and parliament. <p>PLUS: theme specific and previous years vocabulary.</p> |

Year 5

British settlements by the Anglo-Saxons and the Scots.
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
A local history study - Oakworth

| | Historical Enquiry and Interpretation | Knowledge of world history | Understand Chronology | Communicating Historically |
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| Y e a r 5 | <ul style="list-style-type: none"> *Know that aspects of the past have been interpreted in different ways and suggest possible reasons for this *Select suitable sources of evidence, giving reasons for choices | <ul style="list-style-type: none"> *Children have knowledge of aspects of the history of Britain and the wider world *Describe features of past societies and periods and begin to make links between them | <ul style="list-style-type: none"> *Know and sequence key events of time studied *Use relevant terms and period labels *Make comparisons between different times in the past | <ul style="list-style-type: none"> * Use words and phrases such as: continuity, change, century, decade, legacy, millennium, calendar, era, interval, duration, prior, eventually, continuity, achievements, society, religion, beliefs, significance and trends. |

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| | *Begin to identify primary and secondary sources of information | | | PLUS: theme specific and previous years vocabulary. |
| <p align="center">Year 6</p> <p>Ancient Greece - A study of Greek life and achievements and their influence on the western world.</p> <p>World War 2 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Battle of Britain - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> | | | | |
| Y e a r 6 | Historical Enquiry and Interpretation | Knowledge of world history | Understand Chronology | Communicating Historically |
| | <ul style="list-style-type: none"> *Describe and begin to analyse a wide range of evidence about the past *Recognise primary and secondary sources *Use a range of sources to find out about an aspect of the past *Suggests omissions and the means of finding out | <ul style="list-style-type: none"> *Use factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods *Make links between features within and across different periods *Compare beliefs and behaviour with another time studied | <ul style="list-style-type: none"> *Place current study on time line in relation to other studies *Use relevant dates and terms *Sequence up to 10 events on a time line *Make comparisons between different times in the past | <ul style="list-style-type: none"> *Use all time vocabulary from previous years to indicate the passing of time. * Use words and phrases such as: validity, world history, changing power, wealth, political, concept and aspect. PLUS: theme specific and previous years vocabulary. |