



PROGRESSION IN HISTORY: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)			
	Chronology	Events, People & Changes	Communication
EARLY YEARS	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society;
	VOCABULARY		
	today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now		
	* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.		
<p>THE THEMES AND VEHICLES FOR THESE WILL BE RESPONSIVE TO THE INTERESTS AND NEEDS OF THE COHORT AT BASELINE AND THROUGHOUT THE YEAR. THIS MUST BE DYNAMIC AND ADAPTABLE.</p> <p><u>Please see four year curriculum overview for specific learning for each term- or planning mats</u></p>			

PROGRESSION IN HISTORY: KNOWLEDGE MILESTONES - SKILLS MILESTONES KSI

	Chronology	Events, People & Changes	Communication
KSI	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Identifying <i>some</i> similarities and differences between their own present and aspects of the past. Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. Identifying <i>some</i> similarities and differences between ways of life in different periods. Know where <i>some</i> people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>). 	<ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing <i>some</i> of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts.
	<p>VOCABULARY</p>		
	<p>KSI: past, present, old, new, change, after, before, similarity, difference, timeline, century, beyond memory</p> <p><u>Victorians</u>: seaside, pier, holiday, Southport, resort.</p> <p><u>Famous explorers</u> explorer, traveler, brave, journey.</p> <p><u>King & Queens</u>: monarch, throne, coronation,</p> <p><u>Castles</u>: battlement, moat, arches, drawbridge, turret, wood, stone, ruins.</p>	<p><u>Toys</u>: mechanics, pulleys, wooden, metal, plastic, electronic, cogs.</p> <p><u>The Great Fire of London</u> Pudding Lane, diary, bakers, fire engine, combustible, River Thames, flames, Samuel Pepys</p> <p><u>Seaside</u>: arcade, pier, swimming costumes, deck chair, Punch and Judy, sandcastle, sea, lifeguard.</p> <p><u>Brave Women</u>: determination, bravery, strength, achievement, law.</p> <p><u>Nurturing Nurses</u>: Medicine, lanterns, nurse, treatment, doctor, treatment</p> <p><u>Homes and Houses</u>: detached, bungalow, thatched, roof, floors, cottage, semi-detached, brick.</p>	<p><u>Family War/Remembrance</u>: soldier, war, front line, trench, battle, remembrance.</p> <p><u>Travel & Transport</u>: technology, cars, airplanes, horse and carriage, journey, engine, train, steam.</p>
<p><i>Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout the study. In Key Stage One we attempt to embed some key recurring terms more than in any other stage.</i></p>			

PROGRESSION IN HISTORY: KNOWLEDGE MILESTONES - SKILLS MILESTONES KS2

	Chronology	Events, People & Changes	Communication
LKS2	<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ○ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ○ Making some links between and across periods, such as the differences between clothes, food, buildings or transport. ○ Identify where periods studied fit into a chronological framework. Noting links, connections, trends and changes over time. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> ○ Understanding some of the ways in which people's lives have shaped this nation. ○ Describing how, and when, Britain has influenced the wider world and vice versa. ○ Understanding some significant aspects of history: nature of ancient civilisations – non-European societies; expansion of empires. ○ Establishing a narrative showing connections and trends within and across periods of study. 	<ul style="list-style-type: none"> ○ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ○ When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.
UKS2	<p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> ○ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ○ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ○ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ○ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). ○ Analyse connections, trends and contrasts over time. (Year 6 Only) 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> ○ Understanding significant aspects of history- expansion and dissolution of empires; characteristic features of ancient European and non-European societies; achievements and follies of mankind. ○ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ○ Begin to recognise and describe change and continuity and suggest relationships between causes. ○ Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. 	<ul style="list-style-type: none"> ○ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ○ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. ○

PROGRESSION IN HISTORY: KNOWLEDGE MILESTONES - SKILLS MILESTONES (KS2)

VOCABULARY		
<p><u>Romans</u>: aqueduct, legionary, legion, bath house, amphitheatre, standard, shield, sewer, emperor, Julius Caesar, coin, mosaic, gladiator, toga, chariot, sword, Roman, empire, invade, revolt, fort, defences, archer, settlement, fleet, infantry, tactic</p> <p><u>Anglo-saxons</u>: plunder, settlement, treaty, reliable, raid, Danegeld, pagan, monasteries, conquer, justify, warrior, shield, dragons, slaves, trade, trading, trader, valuables, monks,</p> <p><u>Ancient Egypt</u>: Egyptologist, sarcophagus, Anubis, canopic, pharaoh, tomb, mummification, sickle, afterlife, Tutankhamun, tomb, papyrus, sphinx, cartouche, Cleopatra, natron, preserve, decay, sphinx, archaeologists, hieroglyphics, scarab beetle</p> <p><u>Ancient Greece</u>: historical, ancient, century, Ancient Olympics, athletes, Greece, Sparta(n), Athens(ian), Persia(n), chariot racing, pentathlon, pankration, city states, sprint, wrestling, boxing, long jump, javelin,</p>	<p><u>World War Two, WW2, The Blitz</u>, Chamberlain, Churchill, Home Guard, Hitler, evacuee, rationing, allied, axis, Germany, United Kingdom, chronological, timeline,</p> <p><u>Victorians</u>: Seaside, pier, middle class, holiday, evidence, promenade, industry, Industrial Revolution, factory.</p> <p><u>Journey</u>: Refugee, Migrant, Windrush, Kindertransport, Emigrant, Immigrant, Evacuee, Explorer, 3rd Class Passenger,</p>	<p><u>Islamic Civilisation</u>: astronomer, medicine, science, caliph, house of wisdom, Iraq, calligraphy, Dark Ages.</p> <p><u>Stone Age</u>: Neolithic, Palaeolithic, Mesolithic, prehistoric, artefacts, Ice Age, hunter-gatherer, henge, solstice, revolution.</p> <p><u>Mayans</u>: Meso-America, codex, pagan, temple, archaeology, conquistadors, conquer, scribe.</p>
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Enquiry, Interpretation, Use of Sources	
EYFS	<ul style="list-style-type: none"> ○ Can ask questions based around stories told, books that have been read to them and through images and discussion.
KS1	<ul style="list-style-type: none"> ○ Use sources to answer <i>simple</i> questions about the past. ○ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ○ Identify some of the <i>basic</i> ways the past can be represented. ○ To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).
LKS2	<ul style="list-style-type: none"> ○ Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. ○ Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. ○ Understand some of the methods of historical enquiry, how evidence is used to make historical claims. ○ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). ○ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
UKS2	<ul style="list-style-type: none"> ○ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ○ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ○ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish for particular enquiries.
	<ul style="list-style-type: none"> ○ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. ○ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ○ Begin to recognise why some events, people and changes might be judged as more historically significant than others.