History Whole School Progression

Early Years and Foundation Stage

EYFS		
ELG	**Enquiry focus**	**Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts**
Understanding the world: Past and Present	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Begin to talk about their own life-story Talk about their families Talk about different times of the day Talk about Birthdays, days and months Talk about Special times Make timeline of the year Explore and talk about different Chinese artefacts Look the job of an astronaut Read 'Sea of Tranquillity' Look at different occupations Look at different types of transport- Core book-Train Ride Look at different occupations Caring for living things

Key Stage 1 Years 1 &2

Year One			
Key Question	**Ancillary questions and content focus**	**History National Curriculum Subject Coverage**	**Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts**

How do our favourite toys and games compare with those of children in the 1960s?	*Why do historians divide up time?* *What do people remember about the 1960s?* *How do the most popular toys and games of the 1960s compare with those of today?* *Why were there no smart toys and games in the 1960s?* *How can we make sure we play with smart toys and games safely and securely?* *What do adults I know remember about the 1960s?*	Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
Who is the greatest history maker?	*What does it mean for someone to 'make history? (Guy Fawkes)* *Which of these people was the greatest history maker?* 1. *Hatshepsut (first woman of Ancient Egypt to become a pharaoh)* 2. *Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)* 3. *Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)* 4. *Malala (Malala Yousafzai, Pakistani human rights activist)* 5. *Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)* 6. *Elizabeth (Elizabeth I Queen of England)* *How would you like to be remembered as a history maker?*	The lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory that are significant nationally or globally	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

Why is the history of my locality important? ***(****a model enquiry focussing on significant events, people and places in Devon providing a framework for teachers to adapt to their own local area –* ***details of Bedlington local study for year one to be added summer 2023)***	*Why was one of Britain's largest prisons built in the middle of Devon? (Dartmoor Prison and the Napoleonic wars)* *What did Arthur Ogilvy find in 1927 and why is it amazing?* *(40,000-year-old jawbone of oldest human ever discovered in Britain)* *Why do we remember the achievements of Francis Drake and Francis Chichester?* *How did the First World War affect the lives of people where I live?*	Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
YEAR TWO			
Key Question	**Ancillary questions and content focus**	**History National Curriculum Subject Coverage**	**Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts**
Why was Charles sent to prison?	*What did Charles do wrong?* *Why were messenger pigeons so important during World War I?* *Why were messages sent by pigeon always in code?* *How did children know that a war was happening in 1916?* *Why were horses very important during World War I?* *How did other animals contribute to the war effort?*	Events beyond living memory that are significant nationally or globally	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

How do we know so much about what happened in the Great Fire of London?	*Ancillary Questions from History Connected to be added summer 2023*	Events beyond living memory that are significant nationally or globally	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
What does it take to become a great explorer?	*Why is Ranulph Fiennes in the Guinness Book of Records?* *How do Amy Johnson's achievements compare with those of Ranulph?* *Why did Christopher Columbus sail across an unknown ocean?* *What was Neil Armstrong's 'one small step' also a 'great leap' forward?* *Are you the kind of person who could become a Mars explorer?*	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

Key Stage 2 Years 3 & 4

YEAR THREE			
Key Question	**Ancillary Questions and content focus**	**History National Curriculum Subject Coverage**	**Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts**

How did the lives of ancient Britons change during the Stone Age?	*How do people often imagine the Stone Age to be like?* *Who left their footprints on the beach and what were they doing there?* *What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?* *Why did Stone Age Britons spend most of their time living in camps rather than in caves?* *Why was the Red Lady of Paviland so important?* *How were people living in Britain at the end of the Stone Age compared with the beginning?*	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
What is the secret of the standing stones? **(Bronze Age Britain)**	*Why did the Stone Age come to an end about six thousand years ago?* *Why was the Amesbury Archer so important?* *Why do people build monuments?* *Why did Bronze Age people build monuments at Merrivale?* *Who was buried in the cist at Merrivale?*	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions

How do artefacts help us understand the lives of people in Iron Age Briton?	*How can we recognise Iron Age hill forts today?* *What might hill forts have looked like when they were first built?* *How do we know that life wasn't always very peaceful in the Iron Age?* *What were staters and how did Iron Age people use them?* *Why have so many wonderful Iron Age artefacts been found underwater?*	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
YEAR FOUR			
How did the arrival of the Romans change Britain?	*Why did Emperor Claudius invade Britain?* *Why did the Romans almost lose control of Britain? (War with Boudica)* *Why was it so important to Claudia Aelius that her friend Lepidina Cerialis came and visited her?* *Why were Claudia and Lepidina living in Vindolanda (Hadrian's Wall)* *How do we know so much about the towns the Romans built in Britain?* *Why did the Romans organise gladiatorial games?*	Pupils should be taught about: • the Roman Empire and its impact on Britain	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions

Who were the Anglo Saxons and how do we know what was important to them?	Why did the Romans leave Britain? Who were the Anglo Saxons and why didn't they choose to live in the towns the Romans left behind? How did the lives of Anglo Saxons change after Ethelbert met Augustine? (Conversion to Christianity) How did converting to Christianity change the lives of people in Britain? What does Sutton Hoo tell us about the Anglo Saxon world?	Pupils should be taught about: • Britain's settlement by Anglo-Saxons and Scots	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
What did the Vikings want in Britain and how did Alfred help to stop them getting it?	What was the "terror" that appeared in Britain on June 8th 793? Why was the design of their longships so important to the Vikings? What were the two treasures that most Viking Norsemen wanted from Britain? Viking horned helmets – historical fact or myth? Why is Alfred the only King or Queen of England to have 'the Great' after their name?	Pupils should be taught about: • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions

Key Stage 2 Years 5 & 6

YEAR FIVE			
Enquiry	**Ancillary Questions and content focus**	**History National Curriculum Subject Coverage**	**Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts**
W**hy was winning the Battle of Britain in 1940 so important?**	*How serious was the risk of invasion by Nazi Germany in June 1940?* *What did Hitler need to achieve if an invasion was going to succeed?* *Why did Britain win the Battle of Britain?*	Pupils should be taught about: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
Why did the ancient Maya change their way of life?	*Who are the Maya and where do they live?* *What are the main occupations of Maya people today?* *What did John and Frederick rediscover in 1839?* *What do the ruins of Chichen Itza tell us about the lives of ancient Maya?*	Pupils should be taught about: • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing

	Why do historians know so much about ancient Maya society? *Why was pok-a-tok more than just a ball game?* *Why did the ancient Maya leave their jungle cities?*		Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
What significant events affected Bedlington in Northumberland?	*Proposed: Ancillary questions to be finalised summer 2023* *Why did St Cuthbert come to rest in Bedlington in 1069 AD?* *How did Bedlington play a vital role in the development of the railways in Victorian Britain?* *Why was there once a mountain in the heart of Bedlington and where did it go?* *How safe was digging for 'black diamonds'?* *How has Bedlington changed in living memory?*	Pupils should be taught about: • **A local history study**: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	Identifying Recognising Describing Observing Recall Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising

YEAR SIX			
Why did Britain once rule the largest empire the world has ever seen?	*Why was it said that the sun never set on The British Empire?* *Why did Britain build an empire around the world?* *What happened to The British Empire?* *What happened in Britain between April 2nd and June 14th 1982 and why?*	Pupils should be taught about: • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
How did a pile of dragon bones help to solve an Ancient Chinese mystery?	*What was odd about the dragon bones that Wang Yirong bought?* *What do the engraved bones tell us about the beliefs of the Shang?* *Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?* *Rise and fall: How did the reign of King Cheng Tang compare with that of King Di Xin?* *What made Fu Hao stand out from the crowd?*	Pupils should be taught about: • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising

			Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising
The story of The Trojan Horse: historical fact, legend or classical myth?	*What exactly is the story of The Trojan Horse?* *What evidence exists to authenticate the story of The Trojan Horse?* *What other explanations could there be for the origin of the story of The Trojan Horse?*	Pupils should be taught about: • Ancient Greece – a study of Greek life and achievements and their influence on the western world	Identifying Recognising Describing Observing Recall Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising