

Progression ladder History English Martyrs

	EYFS
Early years foundation stage (EYFS) statutory framework	Understanding the World (UW) Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting (church) parks, libraries and museums to meeting important members of society such as (priests) police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.
EYFS Early learning goals (ELGs)	Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the 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.

	KS1	Lower KS2	Upper KS2
National Curriculum		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	

Progression ladder History English Martyrs

	EYFS Understanding of the World Communication and Language	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Subject content	<p>Personal experiences of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p>	<ul style="list-style-type: none"> changes within living memory. 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 <p>What is history? -own and family history. How things have changed... -Toys -schools -transport -Technology</p> <p>-English Martyrs Church. Why is it a special place? -Mr Bevans Why is he significant? What did he do?</p> <p>- Arundel Castle Why is it a special place in this area?</p> <p>Black History -Rosa Parks Why is she important? Retell main part of a key event in her life (sitting on the bus)</p>	<ul style="list-style-type: none"> changes within living memory. 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 <p>-Rosa Parks and Emily Davison Why are they important? Sequence the story of Rosa. Research key facts about Rosa. Find out key facts about Emily. Make a timeline with key events of their lives Compare their lives. How have they helped us? -Remembrance Day What is the event about?</p> <p>The Great Fire of London When and where it happened (relate to now). What it was. Causes. How it changed London. Compare fire services then and now Samuel Pepys’ diary.</p> <p>-Arundel Town Why is it important? How has it changed?</p>	<p>-Changes in Britain from the Stone Age to the Iron Age -A local history study - Cissbury Ring</p> <p>Stone Age to the Iron Age <i>-Chronology of different Stone Age periods followed by Bronze Age and Iron Age.</i> <i>-Settlements – Skara Brae – sources to help us understand Neolithic life and food gathering.</i> <i>-Why did the Stone Age end and the Bronze Age begin?</i> <i>-What impact did the use of bronze have on people’s lives?</i> <i>Link to new technology/ tools and building of Stonehenge during the Bronze Age – uses?</i> <i>-Which weapons were created and used from Stone Age to Iron Age?</i> <i>-Iron Age hill forts – use of weapons for defence.</i> Cissbury Ring <i>Where is it? Why is it important?</i></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt -Chronology What and where were they? What was the impact on modern civilisation? Why were they important- key achievements.</p>	<p>-The Roman Empire and its impact on Britain</p> <p>-Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>Romans</u> -Chronology Key dates. -Who were the Romans? Where did they come from? Why did they choose Britain? -What did the Romans build in Britain? Fishbourne Roman Palace Everyday life. -What cultural impact did they have? -Comparing Roman and modern towns. -Who was Boudicca? Why was she important?</p> <p>Ancient Greeks <i>-Chronology</i> <i>Key dates</i> <i>-Who were the Greeks?</i> <i>What was the Empire like? Who ruled?</i> -Battle of Marathon: why would the Persians want to invade the Empire? -Impact of discoveries in medicine on modern life. -Comparison of Ancient Greek/ modern daily life. -How did the Greeks use democracy? -Why the Empire came to an end</p>	<p>History of the Space Race Dorothy Vaughan, Mary Jackson, and Katherine Johnson. Why are they important? Black History -Martin Luther King What impact has he had on our lives? <u>Saxons</u> -Chronology Key dates Who were the Anglo-Saxons? -Why did Anglo-Saxons come to Britain? Where did they settle and why? -What were Anglo-Saxon settlements like? Sutton Hoo -Impact on society -Religion Art and Culture</p> <p>-Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Anglo-Saxon kingdoms and their rulers – -Alfred the Great – how did he resist the Vikings? What happened to him?</p> <p><u>Vikings</u> -Chronology Key dates Viking raids and invasion – why did they invade? Who was already there? How were they impacted? -Viking warriors –how they fought and what with. -Invasion of the monasteries -How did the Viking/Anglo-Saxon struggle end?</p>	<p>-A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 -The Battle of Britain</p> <p><u>WW2</u> -Role of Royals in WW2 Main focus on Princess Elizabeth -Why did WW2 begin? -Early Events of WW2 -Evacuation -Rationing -Role of women -Everyday life -The Battle of Britain -The Holocaust - VE Day</p> <p>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900; Mayan civilization -Chronology. Key dates . Who were the Ancient Mayans? Why do we study them? What were their achievements? Where did they live? What was everyday life like? How can we know? Values and Religion. <i>How did the Mayan civilization end?</i></p>

Progression ladder History English Martyrs

Chronological Understanding	<p>Can I retell a simple past event in correct order (e.g. went downslide, hurt finger). (Speaking 30-50m)</p> <p>Can I talk about past and present events in my own life and in the lives of family members?</p>	<p>Can I put up to three objects in chronological order (recent history)?</p> <p>Can I use words and phrases like: old, new and a long time ago?</p> <p>Can I tell others about things that happened when they were little?</p> <p>Can I recognise that a story that is read to them may have happened a long time ago?</p> <p>Can I recognise that some objects belonged to the past?</p> <p>Can I retell a familiar story set in the past?</p> <p>Can I explain how they have changed since they were born?</p>	<p>Can I use words and phrases like: before I was born, when I was younger?</p> <p>Can I use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in my historical learning?</p> <p>Can I use the words past and present correctly?</p> <p>Can I use a range of appropriate words and phrases to describe the past?</p> <p>Can I sequence a set of events in chronological order and give reasons for their order?</p> <p>Can I begin to recall the dates of important festivals or celebrations?</p>	<p>Can I describe events and periods using the words: BC, AD and decade?</p> <p>Can I describe events from the past using dates when things happened?</p> <p>Can I use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened?</p>	<p>Can I describe events from the past using dates when things happened? Can I describe events and periods using the words: ancient and century?</p> <p>Can I use a timeline within a specific time in history to set out the order things may have happened? Can I use my mathematical knowledge to work out how long-ago events would have happened? Can I use my mathematical skills to round up time differences into centuries and decades?</p>	<p>Can I plot recent history on a timeline using centuries?</p> <p>Can I place periods of history on a timeline showing periods of time?</p> <p>Can I use my mathematical skills to work exact time scales and differences as need be?</p> <p>Can I use dates and historical language in my work?</p> <p>Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p> <p>Can I begin to build up a picture of what main events happened in Britain/ the world during the periods of time, I have studied?</p>	<p>Can I use dates and historical language in my work?</p> <p>Can I draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can I create my own timelines?</p> <p>Can I show how to check for accuracy?</p>
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Progression ladder History English Martyrs

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Interpretation	<p>Am I developing an understanding of growth, decay and changes over time? (The world 30-50m)</p> <p>Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG)</p>	<p>Can I begin to identify the main differences between old and new objects?</p> <p>Can I identify objects from the past, such as old toys?</p> <p>Can I give examples of things that are different in my life from that of my grandparents when they were young?</p> <p>Can I recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>Can I understand that we have a King who rules us and that Britain has had a king or queen for many years?</p> <p>Can I understand that some famous people have helped our lives be better today?</p> <p>Can I talk about how my local area was different in the past?</p>	<p>Can I appreciate that some famous people have helped our lives be better today?</p> <p>Can I explain why someone in the past acted in the way they did?</p> <p>Can I explain how my local area was different in the past?</p> <p>Can I recount some interesting facts from an historical event, such as where the fire of London started?</p> <p>Can I explain why Britain has a special history by naming some famous events and some famous people?</p>	<p>Can I appreciate that the early Brits would not have lived as we do e.g. communicated as we do or have eaten as we do?</p> <p>Can I begin to picture what life would have been like at the time periods being studied?</p> <p>Can I list some of the achievements of the earliest civilizations?</p> <p>Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p>Can I explain the impact of a significant figure?</p>	<p>Can I realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>Can I begin to picture what life would have been like for the early settlers?</p> <p>Can I suggest why certain events happened as they did in history?</p> <p>Can I suggest why certain people acted as they did in history?</p> <p>Can I explain how events from the past have helped shape our lives?</p> <p>Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Can I explain the impact of a significant figure?</p>	<p>Can I remember key facts from a period of history studied?</p> <p>Can I explain how events from the past have helped shape our lives?</p> <p>Can I recognise that Britain has been invaded by several different groups over time?</p> <p>Can I appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?</p> <p>Can I explain how people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Can I recognise that the lives of wealthy people were very different from those of poor people?</p> <p>Can I explain the impact of a significant figure?</p>	<p>Can I describe historical events from the different period/s I have studied /am studying?</p> <p>Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can I appreciate that significant events in history have helped shape the country we have today?</p> <p>Can I begin to appreciate that how we make decisions has been through a Parliament for some time?</p>

Progression ladder History English Martyrs

Historical Enquiry	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? (The World 30-50m)</p> <p>Can I look closely at similarities, differences, patterns and change? (The World 40-60m) Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG</p>	<p>Can I ask and answer questions about old and new objects? Can I spot old and new things in a picture? Can I answer questions using an artefact/ photograph provided? Can I give a plausible explanation about what an object was used for in the past? Can I answer questions using a range of artefacts/ photographs provided? Can I find out something about the past by talking to an older person? Can I find out more about a famous person from the past and carry out some research on him or her?</p>	<p>Can I answer questions by using a specific source, such as an information book? Can I research the life of a famous Britain from the past using different resources to help them? Can I research about a famous event that happens in Britain and why it has been happening for some time? Can I research the history of the local area using the Internet and other sources to find out about it?</p>	<p>Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources of evidence to answer questions? Can I choose the most important source material to help answer a question? Can I research what it was like in a given period from the past and use illustrations to present my findings? Can I, through research, identify similarities and differences between given periods in history?</p>	<p>Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources to piece together information about a period in history? Can I use my ‘information finding’ skills in writing to help me write about historical information? Can I research two versions of an event and say how they differ?</p>	<p>Can I research more than one version of an event and say how they differ? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p>	<p>Can I acknowledge different points of view expressed and explain why these are important in understanding and interpreting history? Can I give more than one reason to support an historical argument? Can I identify and explain my understanding of propaganda?</p>
Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after)</p>	<p>Use further terms associated with the past (e.g. year, decade, and century).</p>	<p>Use appropriate historical vocabulary to describe key features of a time period.</p>	<p>Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry and heptarchy).</p>	<p>Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international).</p>	<p>Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social).</p>