

Much Marcle Primary School – History Progression

CURRICULUM AREA	EYFS	KS1 YEAR 1 and YEAR 2	LKS2 YEAR 3 and YEAR 4	UKS2 YEAR 5 and YEAR 6
VOCABULARY	Today, Yesterday, Tomorrow, The Past, Day Week, Month, Year, Calendar, Long Ago, Old, New, Parent, Grand Parent, Great Grand Parent, Clue, Memory, Remember, Lifetime	Past, Memory, Changes, Concentric, Motte and Bailey, Enclosure, moat, turret, portcullis, drawbridge, barbican, arrow loops, Nelson Mandela, Hereford, Much Marcle, Ledbury, Global warming, living memory, beyond, event	Anachronism, chronological order, era/period, B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, Stone Age, Iron Age, Celts, Neolithic, Bronze Age, Skara, Brae, hunter-gatherer, religion, spirits, Stonehenge, hill forts, sacrifice Britons, nomad/nomadic, Boudicca, Romans, invasion, civilisation, Emperor, Caesar, republic, empire, army/soldiers, resistance, the Saxons, the Vikings, religion, kingdoms	World War I, World War II, nation, monarchy, execution extent of change..., extent of continuity..., turning point The Tudors, Ancient Greece, The Ancient Greeks. primary evidence, secondary evidence, trench war, recruit, alliance, Blitz, Home Front, morale, democracy, Parliament, vote, suffrage, Houses of Parliament, represent, Native Americans, culture, stereotype, diversity, traditional, view, attitudes, The Ancient Maya, Central America, evacuations, propaganda
Chronology	<ul style="list-style-type: none"> <li>- Discuss the events that have happened throughout the week and the year/ previous year.</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence events and artefacts in chronological order.</li> <li>- Sequence photos of different periods in their lives and significant events.</li> <li>- Describe key memories in their lives and their parents/ grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>- Place time studies and event on a historical timeline.</li> <li>- Begin to use dates relating to the passing of time</li> <li>- Understand and use BC and AD.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and sequence key events of time studies in relations of other time periods.</li> <li>- Use relevant terms and period labels.</li> <li>- Make comparisons between different times in history.</li> </ul>
Historical Terms	<ul style="list-style-type: none"> <li>- Younger, older, last ..., in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my .... were younger, years, decades, centuries</li> </ul>	<ul style="list-style-type: none"> <li>- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</li> </ul>	<ul style="list-style-type: none"> <li>- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> </ul>
Historical Enquiries	<ul style="list-style-type: none"> <li>- Ask questions about why things have happened.</li> <li>- Discuss stories from their past and share what their parents and grandparents have said about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</li> </ul>	<ul style="list-style-type: none"> <li>- Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data</li> </ul>
Interpreting History	<ul style="list-style-type: none"> <li>- Discuss what they know about the past from books, films and parents/ grandparents.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware that different versions of the past may exist and begin to suggest reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that the past is represented and interpreted in different ways and give reasons for this</li> </ul>
Continuity and Change	<ul style="list-style-type: none"> <li>- Discuss events that happen throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss change and continuity in an aspect of life, e.g. holidays</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>- As Year 3/4, and Use a greater depth of historical knowledge</li> </ul>
Changes within living memory	Children begin to make sense of their own life story and family's history. Children are encouraged to retell what their parents tell them about their life story and family. 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	<ul style="list-style-type: none"> <li>- Explore how toys have changed from what our Grandparents/ parents would play with to now. Observing how they are made and how they are used.</li> <li>- Explore how the global warming has affected the weather we have now compared to how it was when our Grandparents/ parents were younger.</li> </ul>		<ul style="list-style-type: none"> <li>- Explore the history of WW2 including the timeline of the war, the effects of evacuation and rationing, the role of women during the war and key events (Holocaust)</li> </ul>

	settings, characters and events encountered in books read in class and storytelling ELG: Past and Present – -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.			
Events beyond living memory	Explore the history of dinosaurs and their extinction. British Monarchs ELG: Past and Present – -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.	<ul style="list-style-type: none"> <li>- Investigate the changes that have occurred in our local area in the past (History of Hellens House and Hereford)</li> <li>- Explore the events of 1066 and the histories of castles around Britain.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes in Britain from the Stone Age to the Iron Age.</li> <li>- The Roman Empire and its impact on Britain.</li> <li>- Britain's settlement by Anglo-Saxons and Scots.</li> <li>- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>	<ul style="list-style-type: none"> <li>- The achievements of the earliest civilizations: Ancient Sumer.</li> <li>- A study of Greek life and achievements and their influence on the western world.</li> <li>- A study of AD 900; Mayan civilisations and its contrast with British history.</li> </ul>
Significant Individuals of the past	Explore significant historical monarchs ELG: Past and Present – - Talk about the lives of the people around them and their roles in society;	<ul style="list-style-type: none"> <li>- Explore the life of Nelson Mandela and how he impacted the history of Africa.</li> <li>- Explore the life of William the Conqueror and how he changed early Britain and its castles.</li> </ul>	<ul style="list-style-type: none"> <li>- Julius Caesar</li> <li>- Alfred the Great</li> <li>- Athelstan, the first king of England</li> <li>- Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>- Neville Chamberlain</li> <li>- Adolf Hitler</li> <li>- Anne Frank</li> <li>- Winston Churchill</li> </ul>
Local History	Explore the buildings and the church in Much Marcle. ELG: Past and Present – -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	<ul style="list-style-type: none"> <li>- Explore Hereford, Ledbury or Much Marcle and discuss how the area and life has changed over time.</li> <li>- Identify and research key historical events that have happened in our locality.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore Hereford, Ledbury or Much Marcle and discuss how the area and life has changed over time.</li> <li>- Identify and research key historical events that have happened in our locality.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore Hereford, Ledbury or Much Marcle and discuss how the area and life has changed over time.</li> <li>- Identify and research key historical events that have happened in our locality.</li> </ul>

### KS3

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509
- the development of Church, state and society in Britain 1509-1745
- ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day
- a local history study
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].