



Lawn  
Primary  
School

# Subject Progression Map

## History

Subject lead: Miss Clare Grant

## History

### EYFS

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.

# History: Key Stage 1

	<b>Within living memory</b>	<b>Beyond living memory</b>	<b>Lives of significant people</b>	<b>Local history</b>
	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.)</li> </ul>	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Know that the toys their grandparents played with were different to their own.</li> <li>Organise a number of artefacts by age.</li> <li>Know what a number of older objects were used for.</li> <li>Know the main differences between their school days and that of their grandparents.</li> </ul>		<ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous.</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of a famous person, or a famous place, close to where they live.</li> </ul>
<b>Year 2</b>		<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born.</li> <li>Know what we use today instead of a number of older given artefacts.</li> <li>Know that children's lives today are different to those of children a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous.</li> </ul>	<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago.</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</li> </ul>

# History: Key Stage 2

Ancient Greece		Chronology (Stone Age to 1066)	Beyond 1066	Local Study
<ul style="list-style-type: none"> <li>Greek life and influence on the Western world.</li> </ul>		<p>To include:</p> <ul style="list-style-type: none"> <li>Stone Age to Iron Age</li> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul>	<ul style="list-style-type: none"> <li>An aspect of theme that takes pupils beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Know some of the main characteristics of the Athenians and the Spartans.</li> <li>Know about and can talk about the struggle between the Athenians and the Spartans.</li> <li>Know about the influence the gods had on Ancient Greece.</li> <li>Know about the link between the Ancient Greeks and the modern Olympics.</li> <li>Know at least five sports from the Ancient Greek Olympics.</li> </ul>	<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age.</li> <li>Know the main differences between the stone, bronze and iron ages.</li> <li>Know what was meant by 'hunter-gatherers'.</li> </ul>		

**Year 4**

- Know how Britain changed from the iron age to the end of the Roman occupation.
- Know how the Roman occupation of Britain helped to advance British society.
- Know how there was resistance to the Roman occupation and know about Boudica.
- Know about at least one famous Roman emperor.
  
- Know how Britain changed between the end of the Roman occupation and 1066.
- Know about how the Anglo-Saxons attempted to bring about law and order into the country.
- Know that during the Anglo-Saxon period Britain was divided into many kingdoms.
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.
- Use a timeline to show when the Anglo-Saxons were in England.

# History: Key Stage 2

Chronology (Stone Age to 1066)		Beyond 1066	Local Study
<p>To include:</p> <ul style="list-style-type: none"> <li>Stone Age to Iron Age</li> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul>		<ul style="list-style-type: none"> <li>An aspect of theme that takes pupils beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Know where the Vikings originated from and show this on a map.</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict.</li> <li>Know why the Vikings frequently won battles against the Anglo-Saxons.</li> </ul>		<ul style="list-style-type: none"> <li>Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (<b>Industrial Revolution</b>).</li> <li>Know how the lives of wealthy people were different from the lives of poorer people during this time.</li> </ul>
<b>Year 6</b>		<ul style="list-style-type: none"> <li>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.</li> <li>Know how to place historical events and people from the past societies and periods in a chronological framework.</li> <li>Know how Britain has had a major influence on the world.</li> </ul>	

## Historical Enquiry Skills

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

**Year 3**

- Summarise how Britain may have learnt from other countries and civilisations (historically and more recently).
- Research what it was like for children in a given period of history and present findings to an audience.

**Year 4**

- Research to find answers to specific historical questions about their locality.
- Know how their locality has been shaped by what happened in the past.
- Know how historic items and artefacts have been used to help build up a picture of life in the past.
- Know how the impact that one period of history had on the world.

**Year 5**

- Describe events from the past using dates when things happened.
- Know how an event or events from the past have shaped our lives today.
- Draw an accurate timeline with different historical periods showing key historical events or lives of significant people.
- Know how crime and punishment has changed over a period of time.
- Know how Britain has had a major influence on the world.
- Know how the lives of wealthy people were different from the lives of poorer people.

**Year 6**

- Research in order to find similarities and differences between two or more periods of history.
- Know how to place features of historical events and people from past societies and periods in a chronological framework.
- Know about the main events from a period of history, explaining the order of events and what happened.
- Know that many of the early civilisations gave much to the world.

## History Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, old, new, then, same, different, past, present, after, future, museum, historian</p>	<p>chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, modern</p>	<p>pre-historic, Neolithic, archaeology, excavate, century, primary source, secondary source, first hand, second hand, decade, century, civilisation, cause, consequence, nomadic, Anno Domini, millennium, Before Christ, suffrage</p>	<p>interpretation, gods, goddesses, Caesar, conquer, conquest, legacy, invasion, resistance, democracy, revolt, dark ages, middle ages, continuity, reliable, unreliable, truce, medieval</p>	<p>empire, revolution, legislation, reformation, anachronism, interpretation</p>	<p>propaganda, bias, motive, morale, alliance, home front, subjective, objective, orthodox, cavalry</p>

