



Rickle Park History Progression Document

EYFS		
ELG- Understanding the World	People and Communities	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends 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
	The World	<ul style="list-style-type: none"> Developing an understanding of growth, decay, and changes over time

Strand 1 – Chronological narrative						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p>		<p>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.</p> <p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Pupils should be taught about a local history study</p>			



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Skills	<p>To order information on a timeline.</p> <p>To put up to three objects in chronological order (recent history).</p> <p>To use words and phrases like: old, new, and a long time ago and to talk about things that happened when I was little.</p> <p>To recognise that a story that is read to me may have happened a long time ago and to retell a familiar story set in the past,</p>	<p>To sequence details about an event beyond living memory in chronological order-and give reasons for my order</p> <p>To use words and phrases like: before I was born, when I was younger, before, after, past, present, then and now in my historical learning.</p> <p>To plot events on a timeline using years</p> <p>To place events within living memory on a timeline</p> <p>To use a timeline to demonstrate duration of time</p>	<p>To place civilisations and periods studied in chronological order.</p>	<p>To place names, places, dates and significant events from the past on a timeline and begin to understand that historical periods overlap each other.</p>	<p>To use words and phrases such as BC, AD, after, before and during.</p> <p>To understand the difference between primary and secondary sources</p> <p>To make connections between, periods of world history on a timeline.</p>	<p>To sequence historical periods and describe them using words such as century, decade, BC, AD, after, before and during.</p> <p>To understand that past civilisations overlap and that their durations vary.</p> <p>To articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>
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Knowledge	<p>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p>	<p>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years</p> <p>To recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>To explain how my local area was different in the past. o millions of years.</p> <p>A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p>	<p>A century is 100 years and a decade is 10 years</p> <p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.</p>	<p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p>	<p>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.</p>	<p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history</p>
Topic	<p>Growing Toys Paws and Claws Big Lights, Big City Moon Zoom/Space Splendid Skies</p>	<p>Light and Dark Celebrations Dragons</p> <p>Traditional Tales and Brilliant Fables A pirate life for me</p> <p>All around the world</p>	<p>H2Woah</p> <p>I do like to be beside the seaside</p>	<p>Epic Empires</p> <p>Incredible Industry</p> <p>All the Fun of the Fair</p>	<p>Eureka</p> <p>Dragon Dynasty</p>	<p>May the Norse be with you!</p> <p>Peace in our Time?</p>
Vocab						



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Cross-curricular						
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Strand 2 – Cause and Consequence						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p>		<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. late Neolithic hunter-gatherers and early farmers, Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>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 900-130</p> <p>Pupils should be taught about a local history study</p>	<p>Pupils should be taught about The Roman Empire and its impact on Britain. Julius Caesar’s attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and the power of its army</p> <p>successful invasion by Claudius and conquest, including Hadrian’s Wall</p> <p>British resistance, for example, Boudica</p> <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Pupils should be taught about a local history study</p>	<p>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. Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Pupils should be taught about a local history study</p>	<p>Pupils should be taught about Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Britain’s settlement by Anglo-Saxons and Scots. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Pupils should be taught about a local history study</p>



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Skills	<p>Identify similarities and differences between ways of life within living memory.</p>	<p>Describe what it was like to live in a different period.</p> <p>Explore how things have changed and what might have caused these changes to happen</p> <p>Describe what it was like to live in a different period.</p>	<p>Describe the everyday lives of people from past historical periods</p> <p>Describe in simple terms the cause of change and its consequence.</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p>	<p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>Describe in simple terms the cause of change and its consequence.</p> <p>Describe the everyday lives of people from past historical periods.</p> <p>Describe everyday life in a Roman town, including jobs, houses and schooling.</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs</p> <p>Explain how everyday life changed for people after invasions</p> <p>Explain the consequences of events on the local area.</p>	<p>Describe the everyday lives of people from past historical periods</p> <p>Describe the hierarchy and different roles in ancient civilisations</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Explain the cause, consequences and impact of invasion and settlement in Britain</p> <p>Explain the consequences, immediate and longer term impact of events on the local area.</p>	<p>Explain the cause, consequences and impact of invasion and settlement in Britain.</p> <p>Explain how everyday life changed for people after invasions.</p> <p>Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.</p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Explain the consequences, immediate and longer-term impact of events on the local area. I can make links between different historical events</p>
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Knowledge	<p>Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p>	<p>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Technology- Digital Revolution has changed all of our lives.</p> <p>In the second half of the 20th century, scientists began to develop smaller and more powerful, cheaper computers. The invention of electricity increase the speed of technological progress.</p> <p>Technology changes: Travel (Bus, motorbikes, aeroplanes, trains, electric cars, trams)</p> <p>Communication- Social media, email, telephones, webcams, instant messages, voice notes, facetime)</p> <p>Entertainment (Radio, TV, Virtual Reality, games, consoles</p> <p>Smartphones have more processing power than the Apollo 11 spacecraft had on board when it went to the moon in 1969</p>	<p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming.</p> <p>Aspects of everyday life in a Roman town</p> <p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used property, developed tools and weapons and created burial mounds and monuments.</p> <p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for</p>	<p>Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.</p> <p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity</p> <p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict The Viking Invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon King, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the East of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an</p>	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.</p> <p>Hierarchy structures in ancient civilisations include (from most to least powerful): a ruler; officials, nobles or priests; merchants, workers and peasants or slaves.</p> <p>The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>	<p>War can cause damage to buildings and property; kill, injure and oppress people or change peoples' beliefs, ways of life and identify.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways , including: invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideology.</p>
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Inventions- 1926, John Logie Baird, invention of the first live television

1928, Alexander Fleming Invention of penicillin

1941, Konrad Zuse invention of first programmable computer

1941, Hedy Lamarr, invention of technology used in Wifi, GPS and Bluetooth

New plastics were invented such as neoprene in 1932, polythene in 1933 and Perspex in 1934.

Bletchley's name came from the Anglo Saxon Blecca's Lea

Bletchley was originally bounded by the Roman Watling Street, the River Ouzel, an ancient Roman trackway and Rickley Lane.

Nelson Mandela was a South African anti-apartheid revolutionary, political leader and philanthropist who served as the first president of South Africa from 1994 to 1999

He spent 27 years in prison and went on to become the first black President of South Africa.

people to farm, create permanent settlements and protect their land.

with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.

Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.

The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.



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Topic		Celebrations Dragons	H2Woah I do like to be beside the seaside	Amazia Epic Empires Incredible Industry All the Fun of the Fair	To Infinity to Beyond/Star Trekking Eureka Dragon Dynasty	May the Norse be with you! Tiempo de Fiesta Peace in our Time?
Vocab						
Cross-curricular Links						



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Strand 3 – Difference and Significance (Comparison)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.		Changes in Britain from the Stone Age to the Iron Age. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 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			
	<p>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]</p> <p>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.</p> <p>Significant historical events, people and places in their own locality</p>		<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p>130</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- a significant turning point in British history</p>	<p>Pupils should be taught about The Roman Empire and its impact on Britain.</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- a significant turning point in British history</p>	<p>Pupils should be taught about The achievements of the earliest civilizations – The Shang Dynasty of Ancient China.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Pupils should be taught about Roman withdrawal from Britain</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- a significant turning point in British history]</p>

Skills	<p>To explain how I have changed since I was born.</p> <p>To begin to identify the differences between old and new objects.</p> <p>Describe the role of a monarch.</p>	<p>To recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>To explain how my local area was different in the past.</p> <p>To give examples of things that are different in their life from that of their grandparents when they were young.</p> <p>Describe the hierarchy of a past society.</p> <p>To understand why things have changed over time</p> <p>To identify similarities and differences to the way we live now and in the past</p> <p>To explore and compare everyday items used now and in the past</p> <p>Explain why an event from the past is significant</p> <p>Describe the everyday lives of people in a period within or beyond living memory</p>	<p>To explain and give examples of connections between ancient civilisations and life today.</p>	<p>To identify similarities and differences between civilisations and periods studied previously.</p> <p>Identify and describe features of the Roman empire.</p> <p>Compare to modern society.</p> <p>To compare and contrast two civilisations</p>	<p>To make connections between, periods of world history on a timeline.</p> <p>Compare and contrast an aspect of history across two or more periods studied</p> <p>To give simple explanations to why everyone in the past did not live in the same way.</p> <p>To give explanations using evidence and examples of why change happened during different events/periods.</p>	<p>To describe, in detail, and make links between a significant civilisation and others studied previously</p> <p>To understand that changes in different places and periods can be connected</p> <p>To identify some things that impact on history and can cause significant change</p> <p>I can use primary and secondary sources to make judgements about the significance of events, people and developments within a historical period.</p>
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Knowledge

Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event

A monarch is a king or queen who rules a country.

Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.

Hierarchy is a way of organizing people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.

Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.

In South Africa white people had more rights than black people. Mandela believed that everybody should be treated the same

Apartheid meant that

Throughout History, common connections of humans include; survival, need for food, shelter and warmth, development of technology and accumulation of power and wealth

Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.

Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.

Common aspects of history, such as leadership, belief, lifestyle and significant events are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.



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		white and black people led separate lives. They couldn't marry or even eat together and the lives of white people were much better. Black people couldn't change things because they weren't allowed to vote.				
Topic	Moon Zoom/Space Splendid Skies Growing Toys	Dragons! Celebrations	H2Woah I do like to be beside the seaside	Amazia Epic Empires	Eureka Dragon Dynasty	May the Norse be with you! Tiempo de Fiesta
Vocab						
Cross-curricular Links						



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Strand 4– Historical Enquiry and Interpretation						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupil should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		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. Pupils should be taught about a local history study			



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<p style="text-align: center;">Skills</p>	<p>To know that some objects belonged to the past.</p> <p>To identify objects from the past, such as a vinyl records</p> <p>To ask and answer questions about old and new objects.</p> <p>To spot old and new things in a picture.</p> <p>TO answer questions using an artefact/ photograph provided.</p>	<p>To research about a famous event that happens in Britain and why it has been happening for some time.</p> <p>To research the life of someone who used to live in my area using the internet and other resources to find out about them.</p> <p>To find out something from the past by talking to an older person.</p> <p>To answer questions by using specific resources, such as an information</p>	<p>I can construct arguments about events, periods and civilisations - What happened to the Kingdom of Benin?</p> <p>I can describe in simple terms how sources reveal important information about the past.</p> <p>I can generate my own questions about the history of the local area.</p>	<p>I can generate my own questions about the history of the local area. I can form my own enquiry about based on my own question.</p> <p>I can pose questions about the past and explain with examples why a source might be reliable.</p> <p>I can collect useful and appropriate information from a range of sources and identify them as</p>	<p>I can ask questions about the past e.g. 'How did people...?' 'What did people...?' and use this to recognise differences between versions of the same event.</p> <p>I can give a simple explanation of why there might be more than one version of an event.</p> <p>I can use evidence to describe the past.</p> <p>I can recognise that the lack of some sources and evidence can make</p>	<p>I can construct simple arguments about aspects of events during a period of time and civilisation studied.</p> <p>I understand that interpretations can be questioned against the creator if the interpretation and range of evidence to support the interpretation can be argued.</p> <p>I can question the reliability of sources taking into consideration why different sources may give conflicting information.</p> <p>I can generate my own questions about the history of the local area. I can form my own enquiry about based on my own question</p>
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	<p>To give a plausible explanation about what an object was used for in the past.</p>	<p>book.</p> <p>To research the life of a famous Britain from the past using different resources to help me.</p> <p>To use photographs as a source of historical exploration</p> <p>To ask questions about a photograph</p> <p>To ask people with historical experience and information questions</p> <p>Present historical information in a simple non-chronological report, fact file, story or biography.</p>	<p>Make choices about the best way to present historical accounts and information.</p>	<p>primary or secondary.</p> <p>I understand that different accounts of the past emerge for various reasons – different people interpret events in different ways.</p> <p>I understand that some interpretations are more reliable than others.</p> <p>Present a thoughtful selection of relevant information in a historical report or in-depth study.</p>	<p>it difficult to draw conclusions.</p> <p>I can describe how different interpretations of the past might occur.</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p>	<p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>
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Knowledge	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
Topic	Growing Toys Paws and Claws Big Lights, Big City Moon Zoom/Space Splendid Skies	Light and Dark Celebrations Dragons Traditional Tales and Brilliant Fables A pirate life for me All around the world	H2Woah I do like to be beside the seaside	Epic Empires Incredible Industry All the Fun of the Fair	Eureka Dragon Dynasty	May the Norse be with you! Peace in our Time?
V oc						
Cr os						



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