



Progression in History (Year Two 25/26)

History is taught in 2 terms in Cycle B and 1 term in Cycle A



	Early Years	Year 1 (Cycle A)	Year 2 (Cycle B)		Year 3 (Cycle A)	Year 4 (Cycle B)		Year 5 (Cycle A)	Year 6 (Cycle B)	
Themes		Influential People Spring	Changes over Time Autumn	Inventions Summer	Influential People Spring	Changes over Time Autumn	Inventions Summer	Influential People Spring	Changes over Time Autumn	Inventions Summer
Topics	Understanding of the world	The Ripon Hornblower Henry V111 Florence Nightingale	Homes Great Fire of London Remembrance and Bonfire Night	The First Aeroplane Flight – The Wright Brothers Victorians-railways Alexander Graham Bell- Lightbulb	Anglo Saxons Vikings	Stone age to Iron age. Remembrance (all wars and allies)	Romans	Ancient Egypt Ancient Greece	World War Two: How conflict changed the world and significance in the locality.	Study of an aspect within British History: Leisure and entertainment within the 29 th century
National Curriculum Objectives	ELGs Talk about the lives of the people around them and their roles in society.	Significant historical events, people and places in their own locality	Changes within Living Memory Events beyond living memory that are	Lives of significant individuals from the past who have contributed both national	Britain’s settlement by Anglo-Saxons and Scots	Changes in Britain from Stone age to Iron age.	The Roman Empire (and its impact on Britain)	The achievements of the earliest civilisations Ancient Greece – a	A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066	A study of an aspect of British history that extends pupils’ chronological knowledge beyond 1066

	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	Lives of significant individuals from the past who have contributed both national and global achievements	significant nationally	and global achievements Events beyond living memory that are significant nationally	The Viking and Anglo-Saxon struggle for the Kingdom to the time of Edward the Confessor.			study of Greek life and achievements and their influence on the Western World.		
Strands	Specific knowledge and skills to cover within each topic focusing on each strand									
People and Society (Knowledge)		How did Henry 8 th and the Ripon Hornblower impact the people of Ripon, then and now? Why is Florence	How do people use their homes different today compared to the past?	Why are these people special? How have these people impacted our lives today?	How were the people of Britain affected by the invasion of Anglo-Saxons? How did life in Britain change for people when the	How did people live in the Stone Age /Bronze Age and Iron Age?	How were the people of Britain affected by the invasion of the Romans? Who was Julian Ceaser and why was he an	How have the Ancient Greeks/ Egyptians impacted our life today? Democracy Medicine Olympics Farming	What impact did evacuation have on the people of Ripon? How were the evacuees affected?	How did people entertain themselves throughout the 20 th century?

		Nightingale well-known?			Vikings invaded?		important Roman leader?	<i>Hieroglyphics</i> Hippocrates Archimedes DEMOCRACY		
Settlements (knowledge)		Why did Henry 8 th destroy Fountains Abbey?	How have homes changed?		How and why did settlements in Britain change? (Anglo-Saxons and Vikings)	What did /Bronze Age and Iron Age homes look like?	How and why did settlements in Britain change?	Explore ancient Greek and Ancient Egyptian settlements	What impact did the Garrison at Ripon have on WW2?	
Comparison (skills)		Place people in order (chronology) Was their impact on society good or bad?	Sort homes from the past and homes now. Discuss and order events leading up to and during the Great Fire of London	What was life like before and after..? (particular inventions)	Compare life and homes from Romans to Anglo-Saxons the Vikings	Compare Stone Age homes (to homes from other historical periods studied and now) How have they changed and why?	Chronological understanding- place on timeline of existing historical periods. Compare homes from Stone Age/Iron Age to Romans.	Compare Ancient Egypt to Ancient Greece and life in Britain at the time. Chronology – place on timeline of British History (see what was happening in Britain at the time) Ensure children understand that this was NOT in Britain	Place on timeline of historical periods studied so far. How has the Garrison changed from WW2 until now and why?	How has leisure and entertainment changed and why?
Interpretation (skills)		How do we know what these people did? Primary sources – Florence	Samuel Pepys Diary (primary source) Photographs of homes (primary sources)	Secondary sources to learn from eg/ videos, books etc. (not from the time)	Mostly secondary sources. Why do some sources share different accounts eg/ different dates for same event	Primary Sources: artefacts – what could they have been used for and why? What do these items tell	Predominantly secondary sources. Why do some sources share different accounts eg/ different dates for same event or	Use a range of Primary sources and secondary sources to understand and interpret ancient life	Evaluating and analysing primary and secondary sources eg/ diaries, photos, propaganda to help understand impact on	Mostly primary sources (with opinions) Discuss why and reliability

		Nightingale diaries			or slightly different information about the same thing?	us about the historical period?	slightly different information about the same thing?	in Egypt and Greece	people and the locality. Discuss reliability of sources.	
		Secondary Sources – Ripon Hornblower & Henry 8 th								

A non – European society that provides contracts with British History - one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; to be covered in RE