

St. Georges History Progression Grid

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, along with the specific vocabulary which supports this understanding. Through the study of all topics in history, chronology will be emphasised and clear links made to build on understanding of key time periods in British and world history.

Historical enquiry

Skills	<p>At EYFS: Children know about similarities and differences between themselves, others, and families, and communities and traditions.</p>	<p>At Key Stage One:</p> <ul style="list-style-type: none"> E1: Identify different ways in which the past is represented E2: Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" E3: Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. 	<p>At Lower Key Stage Two:</p> <p>E1: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. E2: Ask questions and find answers about the past.</p>	<p>At Upper Key Stage Two:</p> <p>E1: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. E2: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. E3: Investigate own lines of enquiry by posing questions to answer.</p>
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Organisation and communication

Skills	<p>At EYFS: O1: Children talk about past and present events in their own lives and family members.</p>	<p>At Key Stage One:</p> <p>O1: Sort events or objects into groups (i.e. then and now.) O2: Use timelines to order events or objects. O3: Tell stories about the past. O4: Talk, write and draw about things from the past.</p>	<p>At Lower Key Stage Two:</p> <p>O1: Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>At Upper Key Stage Two:</p> <p>O1: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. O2: Plan and present a self-directed project or research about the studied period.</p>
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Historical Interpretation

Skills	<p>At EYFS: I1: Look at their own families and immediate surroundings.</p>	<p>At Key Stage One:</p> <p>I1: Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>At Lower Key Stage Two:</p> <p>I1: Explore the idea that there are different accounts of history.</p>	<p>At Upper Key Stage Two:</p> <p>I1: Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. I2: Give reasons why there may be different accounts of history. I3: Evaluate evidence to choose the most reliable forms.</p>
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Chronological Understanding

Skills	<p>At EYFS: C1: Children talk about past and present events in their own lives and family members.</p>	<p>At Key Stage One: C1: Understand the difference between things that happened in the past and the present. C2: Describe things that happened to themselves and other people in the past. C3: Order a set of events or objects C4: Use a timeline to place important events. C5: Use words and phrases such as: 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.</p>	<p>At Lower Key Stage Two: C1: Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2: Use a timeline to place historical events in chronological order. C3: Describe dates of and order significant events from the period studied.</p>	<p>At Upper Key Stage Two: C1: Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2: Order significant events, movements and dates on a timeline. C3: Describe the main changes in a period in history.</p>
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Knowledge and understanding of events, people and changes in the past

skills	<p>At EYFS: U1: Children know that other children don't always enjoy the same things and are sensitive to this.</p>	<p>At Key Stage One: U1: Recall some facts about people/events before living memory U2: Say why people may have acted the way they did.</p>	<p>At Lower Key Stage Two: U1: Use evidence to describe the culture and leisure activities from the past. U2: Use evidence to describe the clothes, way of life and actions of people in the past. U3: Use evidence to describe buildings and their uses of people from the past</p>	<p>At Upper Key Stage Two: U1: Choose reliable sources of information to find out about the past. U2: Give own reasons why changes may have occurred, backed up by evidence. U3: Describe similarities and differences between some people, events and artefacts studied U4: Describe how historical events studied affect/influence life today. U5: Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>
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Overarching historical Vocabulary

Skills	<p>At EYFS: similarities differences communities traditions past present</p>	<p>At Key Stage One: century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime</p>	<p>At Lower Key Stage Two: era/period BCE (Before Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity</p>	<p>At Upper Key Stage Two: primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade</p>
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History cycle A and B - Key stage 1				
	Key Stage One Year A	Key Stage 1 – Year A	Key stage 1 – Year B	Key Stage 1 Year B
	London's Burning	Pioneers- Victorian pioneers and history of flight	Toys	Local Study
Chronological knowledge	<p>2 September 1666 A fire broke out in a bakery on Pudding Lane in London a little after midnight, and eventually spread across most of the city</p> <p>6 September 1666 The very last fire was extinguished early in the morning by a crew led by Samuel Pepys</p> <p>27 October 1666 Robert Hubert was hanged at Tyburn for starting the fire – he confessed that he did this, but it later turned out that he was innocent and that the fire was an accident</p> <p>1677 The monument to the Great Fire of London was finished</p>	<p>24th May 1819 The Birth of Queen Victoria</p> <p>22nd January 1901 Queen Victoria dies</p> <p>Mary Anning- 21st May 1799- 9th March 1847</p> <p>Florence Nightingale 12th May 1820-13th August 1910</p> <p>First flight December 17th 1903- Wright brothers</p> <p>Amy Johnson 1903-1941</p> <p>First Lunar landing 16th July 1969</p>	<p>Explore toys of the decades</p> <p>Relate toys to parents/ grandparents and then older</p>	<p>Local history study – investigate a building of interest in the local area</p> <p>Place known events in the order of when they happened –</p>
Wider knowledge	<p>Sequenced enquiry of the following</p> <p>How can we work out how the great fire started?</p> <p>What actually happened?(compare sources)</p> <p>Why were so many buildings destroyed?</p> <p>Could more have been done to stop the fire?</p> <p>How did people survive?</p> <p>How could London be rebuilt? Why is it important to know about this fire?</p>	<p>Select different representations of the individual so children develop their awareness of different sources of information. Create timelines for studied events</p> <ul style="list-style-type: none"> • When did the individual live? – chronology • Why is this individual remembered? What were the most important events in his/her life? • What were some of the features of the society when she/he lived • Pioneers of flight- When was the first flight? Lunar Landings – Has man ever been to the moon and how do we know? why did the astronauts risk their lives to go to the moon? How were spacemen able to travel safely? What happened when they got to the moon? 	<p>Questions to explore and guide the topic beginning with time within a familiar setting</p> <p>What are toys like today?</p> <p>What were they like when my parents were children?</p> <p>What are older people's toys like? How do we know?</p> <p>How can we tell these toys are old?</p> <p>How could we set up a toy museum?</p> <p>Through the topic can the pupils ask questions</p>	<p>Who used it in the past?</p> <p>When do you think it was built?</p> <p>Why is it important to the community then (and now)?</p> <p>What is the building used for?</p> <p>Where else could this have been built in the area if this location hadn't been picked? Is this the best place for it? E.g. Why was this site chosen for the War memorial and not in a different place?</p>
Topic Vocabulary	<p>London fireman fire brigade escape</p> <p>Pudding Lane</p> <p>Samuel Pepys</p> <p>Lord Mayor</p> <p>River Thames Stuart leather buckets</p> <p>King Charles II plague</p> <p>fire chain</p> <p>gunpowder wealthy un-wealthy possessions</p>	<p>Victorian</p> <p>names of selected pioneers studied</p> <p>Lunar landing</p> <p>Aviation</p> <p>Astronaut</p> <p>Significant</p> <p>Important</p>	<p>Vocabulary of Eras including Victorians</p> <p>Vocabulary of materials and their properties- dull shiny bendy rough smooth etc</p> <p>Names of toys</p> <p>Old new</p> <p>Vocabulary of sorting including Venn diagram</p>	<p>century -past significant recent lifetime present future yesterday today tomorrow long ago years chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime</p>

History LKS2				
	Year 3	Year 3	Year 4	Year 4
	Meet the Flintstones	The Great War	Roman Rule	Tomb Raiders
Key Knowledge	<p>3,000 BC New Stone Age begins: farming people arrive from Europe. First stone circles erected.</p> <p>2,100 BC Bronze Age begins</p> <p>2,000 BC Stonehenge completed</p> <p>750 BC Iron Age began. Iron replaces bronze as most useful metal.</p> <p>Local history study -Stone Henge</p>	<p>June 28 1914 – Francis Ferdinand assassinated</p> <p>July 20 Austria Hungary declares war on Serbia</p> <p>August 1st – Germany declares war on Russia</p> <p>August 3rd Germany declares war on France</p> <p>August 4th Germany invades Belgium, Britain declares war on Germany</p> <p>19.10-22.11 1914 Battle of Ypres</p> <p>24.12 1914- Christmas truce</p> <p>April 25th 1915- battle of Gallipoli</p> <p>May 7th 1915 Americans joined the allies</p> <p>17th December 1917 Russia leaves war</p> <p>July 15th 1918 allies victorious in the Battle of Marne</p> <p>11th November 1918 Armistice Day</p> <p>June 28th 1919- treaty of Versailles</p>	<p>753 BC- City of Rome is founded</p> <p>509BC Rome becomes a Republic</p> <p>43 AD Romans invade and Britain becomes part of the Roman Empire</p> <p>61 AD Boudicca leads the Iceni in revolt against the Romans</p> <p>70 AD Romans conquer Wales and the North</p> <p>122 – 128 AD Emperor Hadrian builds a wall on the Scottish Border</p> <p>140 AD Romans conquer Scotland</p> <p>401 – 410 AD The Romans withdraw from Britain: Anglo Saxons migrants begin to Settle</p> <p>476 AD Roman empire falls</p>	<p>c.3100BC – People began to settle in the area of Ancient Egypt.</p> <p>c.2700BC – The first pyramid structure of ‘Saqqara’ was built for Pharaoh Djoser.</p> <p>c.2250BC – The Great Pyramid of Giza was built.</p> <p>332BC – Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death.</p> <p>1922 CE. AD Howard Carter discovered Tutankhamun’s tomb</p>
Key skills	<p>Sequential history enquiry- Who was Stone Age man? (explore was he simply a hunter gatherer concerned only with survival)</p> <p>Focus One: What is Skara Brae? (how different was life in the stone age when man started to farm?)</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers Early farmers <p>Focus Two: What was the Bronze Age?</p> <ul style="list-style-type: none"> Religion Technology Travel, for example, Stonehenge- Local study- why is it so difficult to work out when Stone Henge was built <p>Focus Three: What was the Iron Age?</p> <ul style="list-style-type: none"> Hill forts Farming <p>Can you solve the mystery of Maiden Castle?</p>	<p>Sequential historical enquiry</p> <p>How did the war start?</p> <p>Why did people enlist?</p> <p>What was it like on the home front? What did women and children do?</p> <p>How were animals involved in the war?</p> <p>Explore key battles life in the trenches and Treaty of Versailles</p>	<p>This unit is structured around sequential history enquiries:</p> <p>When did the Romans invade and why?</p> <ul style="list-style-type: none"> Why did they invade Britain? How do we know about life in Roman Britain? <p>What was the Roman army like?</p> <p>Did the native Britons welcome or resist them, and why?</p> <ul style="list-style-type: none"> Who was Boudicca and why do we remember her? <p>How were they able they influence the culture of the people already here?</p> <ul style="list-style-type: none"> How did Celtic people live? Roman life /houses/ beliefs/ occupations- Trip to the Roman baths <p>How did the Roman Empire End?</p> <p>What is the legacy of the Romans?</p>	<p>Sequential historical enquiries (What do we know already? What links chronologically can be made to prior learning)</p> <ul style="list-style-type: none"> How can we discover what Ancient Egypt was like 5000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tell us of what life was like for people of that time? What did the Ancient Egyptians believe? How do we know? What did Ancient Egypt have in common with other civilisations of that time?
Topic Vocabulary	<p>. Hunter-gatherer Nomad Tribe</p> <p>Skara Brae Bronze/Iron</p> <p>Roundhouse Hillfort</p> <p>Smelting</p> <p>Druid domesticate</p> <p>Paleolithic Mesolithic Neolithic</p>	<p>Invasion Allies</p> <p>Assassination Alliance</p> <p>Auxiliary</p> <p>Suffrage Suffragette Equality</p> <p>Discrimination</p> <p>Truce</p> <p>Armistice</p> <p>Treaty</p> <p>Cease fire</p> <p>Treaty</p> <p>legacy</p>	<p>Empire</p> <p>Aqueduct</p> <p>Centurion</p> <p>Emperor Boudicca chariot invasion</p>	<p>Pharaoh Scarab Amulet</p> <p>canopic jar</p> <p>Sarcophagus</p> <p>Tomb</p> <p>Afterlife</p> <p>Hieroglyphics</p> <p>Mummification</p> <p>Ankh</p> <p>Rosetta Stone</p>

History UKS2				
	Year 5	Year 5	Year 6	Year 6
	Invaders /The Anglo Saxons and Scots	The Mayans	The Vikings	Ancient Greece / Greece lightning
Key Knowledge	<p>350 Anglo-Saxons raid English settlements and are beaten back by the Romans</p> <p>410 Romans Leave England and England shores are unprotected</p> <p>449 – 550 Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.</p> <p>450 Saxons, from Germany, settle in Kent.</p> <p>556 Seven kingdoms are created across Britain</p> <p>597 St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury</p> <p>617 Northumbria becomes the Supreme Kingdom</p> <p>779 Mercia becomes the Supreme Kingdom and King Offa builds a Dyke along the Welsh Border</p>	<p>750 BC The first Maya cities developed</p> <p>600BC The Maya begin to farm</p> <p>400BC First Mayan calendars carved</p> <p>100 BC First pyramids built</p> <p>50 BC First inscription in Mayan hieroglyphs</p> <p>800-900 AD Building of stepped pyramid of Chichen-Itza</p> <p>822 AD City of Copan deserted</p> <p>869 AD City of Tikal abandoned</p> <p>909 AD Last recorded inscription of classic Maya</p> <p>1517 Arrival of the Spanish who bring unknown diseases</p> <p>1541 The Spanish conquer the Maya</p> <p>1821 Mexico becomes independent from Spain</p> <p>1962 Maya hieroglyphic signs are catalogued</p>	<p>793 AD Vikings attack from Norway. They attack the monastery at Lindisfarne in Northumbria.</p> <p>871 AD Alfred the Great becomes king of Wessex.</p> <p>886 AD King Alfred agrees a treaty. Alfred keep the west and the Vikings the east which is later known as Danelaw.</p> <p>900 AD The Vikings establish rule over Scotland.</p> <p>1014 AD Cnut becomes king of the Danes and England</p> <p>1042 AD Edward II returns from Normandy to become king of England. He is better known as Edward the Confessor because of his piety.</p> <p>1066 AD The last Anglo Saxon King, Harold, is defeated by William the Conqueror at the Battle of Hastings and Norman Britain begins.</p> <p>1978 Coppergate dig</p> <p>1984 Jorvik opens</p>	<p>776 BC The first Olympic games were held in Olympia</p> <p>31 BC The Romans took control of the Ptolemaic Kingdom in the Battle of Actium, which Alexander the Great had set up in 322 BC – the capital was Alexandria in Egypt; it marked the end of what had been a large Greek society, and it also marked the beginning of the Roman Empire</p> <p>700-480BC – Ancient Greek Empire</p>
Key skills	<p>Remember to make links between the Anglo Saxons and the Vikings</p> <p>Sequential history enquiry</p> <ul style="list-style-type: none"> Who were the Anglo Saxons and Why did they invade (how do we Know?) (consider why do we speak English today? And why are there different countries in the islands of Britain and Ireland? Ongoing questions to be considered through the topic) What does the mystery of the empty grave tell us about Saxon Britain? How did people's lives change when Christianity came to Britain (how do we know?) ? How were the Saxons able to see off the Viking threat? Just how great was King Alfred? How effective was Saxon justice? How dark were the Dark Ages? <p>Home study explore saxon life (Ensure pupils explore their own questions)</p>	<p>Sequential history enquiry</p> <ul style="list-style-type: none"> Where and when did the Maya live? How can we know what Mayan life was like? What was the role of women within the Mayan civilisation? What was Maya writing like? How did the Maya tell the time? What do we know about Mayan art and culture? (Did they play football like us?) Having been so strong for so long , why did the Mayan civilisation come to an end? <ul style="list-style-type: none"> What is the legacy of the Maya? 	<p>Sequential history enquiry</p> <ul style="list-style-type: none"> What image do we have of the Vikings? Why have the Vikings such a bad reputation? How did the Vikings try to take over the country and how close did they get? How was Anglo Saxon Britain ruled? Who was Alfred the Great? How have recent excavations change our views on the Vikings? (Focus on Jovik) What can we learn about Viking settlements from a study of place name endings (cross curricular links with geography)? (legacy of the Vikings) Raiders or settlers how shall we remember the Vikings? 	<p>Sequential history enquiry</p> <ul style="list-style-type: none"> Who were the Ancient Greeks and what do we know about them? What do artefacts and archaeological sites tell us about what life was like in Ancient Athens? Why was athenes so strong at this time? What makes life in 5th century BC Athens important? What were the Ancient Greeks interested in? Was the Olympics then like the Olympics of today? <p>Which is the most important legacy of the Ancient Greeks?</p> <p>Opportunity for home study</p>

Topic Vocabulary	Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne Illumination Manuscript	Dynasty Maize Codex Hieroglyphics Stela Scribe Bloodletting Cacao Cenote	Longboat Chieftain Berserker Danegeld Yggdrasil Danelaw Asgard Jarl Karl Figurehead Valhalla	Democracy Acropolis Parthenon Marathon Olympics Citizen Column
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