



## Progression in History B



| Year Group                 | Early Years  | Y1  | Y2  | Y3  | Y4   | Y5  | Y6   |
|----------------------------|--|---|---|---|--|---|--|
| Themes                     | Year B   | Year A  | Year B  | Year A  | Year B   | Year A  | Year B   |
| Autumn<br>Spring<br>Summer | Changes<br>Diversity<br>Inventions   | Journeys<br>Explorers<br>Our Changing<br>World              | Changes<br>Diversity<br>Inventions  | Journeys<br>Explorers<br>Our Changing<br>World  | Changes<br>Diversity<br>Inventions   | Journeys<br>Explorers<br>Our Changing<br>World  | Changes<br>Diversity<br>Inventions   |
| <b>Topic area</b>          | Learn the differences between babies, children and adults - humans and other animals. Learn about seasonal changes. Look at the changes in animals lives and place them in order (e.g. tadpoles, caterpillars etc.) Children talk about past and | Neil Armstrong - Moon Landing<br><br>Scott of the Antarctic | Changes within living memory (children's Y1 and family Y2)<br><br>Fountain's Abbey<br><br>Victorian Inventions<br><br><b>Mary Seacole</b> | Ancient Greeks<br><br>Tudors (A local History Study)<br>Fountains Abbey, the dissolution of the monasteries and Tudor York<br><br><b>John Blanke - Trumpeter for Henry VII and Henry VIII</b><br><br>Viking raids and invasions | The Ancient Egyptians<br><br>The Roman Empire<br><br><b>Septimus Severus - Roman Emperor</b> | Britain's settlement by Anglo Saxons and Scots - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire<br><br>The changing power of monarchs<br>Commonwealth -<br><b>The Victorian Era.</b><br>Crime and Punishment | World War 2 and how conflicts change the world - A study of an aspect of history dating from a period beyond 1066 that is significant in the locality (Refugees, evacuees and asylum seekers). |

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|                                    | present events in their own lives and in the lives of family members (ELG). They make observations of animals and plants and talk about changes (ELG).  |  |  |  |   | Mary Prince - first woman to write about enslavement  |   |
| <b>Chronological understanding</b> | Sequencing events in the day, using the language; first, before, later, after.<br>Sort artefacts from 'then' and 'now'<br>Place and talk about events on a class timeline of the year; birthdays, holidays, weddings - significant celebrations in their lives. | Sequence events and changes within living memory using common words and phrases: Before, after, past, long ago | Describe where people and events studied in Y1 and Y2 fit within a timeline and make comparisons between their ways of life, focusing on any key events. | When studying timelines, use an increasing range of common words and phrases to show the passing of time chronological, sequence, AD, BC | Place historical periods studied in a chronological framework and use a variety of resources to find out about life in the past, with a focus on changes over time. | Make comparisons between aspects of the <i>periods of history studied</i> and the present day using dates to order and place events on a time line. | Describe a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods studied (in KS1 and KS2), referring to specific time periods - the Victorians, Egyptians, the Ancient Greeks and World War 2. |

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| <b>Historical Enquiry/ Interpretation</b> |   | Describe some simple similarities and differences between artefacts | Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented | Use sources of information in ways that go beyond simple observations to answer questions about the past                        | Use a variety of resources to find out about aspects of life in the past       | Compare sources of information available for the study of different times in the past                  | Understand how our knowledge of the past is constructed from a range of sources<br><br>Construct informed responses that involve thoughtful selection and organisation of relevant historical information |
| <b>Key Vocabulary</b>                     | Today, yesterday, first, before, later, after | Explorer, discovery, present, past                                  | Before, after, past, long ago, present, inventions  | AD, BC, chronology<br>Myths and legends, democracy<br>Monarchy, monastery, Pope, torture, traitor, treason, execution, invasion | AD, BC, chronology, gods/goddesses, Ancient civilisations<br>Myths and legends | Primary source, secondary source, evidence, interpretation, enquiry, colony, emperor, empress, empire, | Primary source, secondary source, evidence, interpretation, enquiry, hunter gatherer  |

Highlighted in yellow, are key individuals from Black History linking to the different eras studied at Moorside Primary School and Nursery.