

History progression at The Duke of Bedford

Units of work	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Autumn 1: Toys Spring 1: Nursing Summer 1: Farming	Autumn 1: Fire of London Spring 1: History of seaside holidays Summer 1: The moon landing	Autumn 1: Stone Age to Bronze Age Spring 1: Egyptians Summer 1: Local History Study	Autumn 1: Romans Spring 1: Ancient Greece. Summer 1: Anglo-Saxons	Autumn 1: Vikings Spring 1: Tudors Summer 1: Black and British	Autumn 1: Battle of Britain Spring 1: Mayans Summer 2: Victorians
Chronology	<p>Can describe differences between themselves as a baby and now.</p> <p>Sequences images of themselves as baby, toddler and child.</p>	<p>Can sort pictures and objects, matching them to babies, children and adults.</p> <p>Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).</p> <p>Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new.</p> <p>More confident in use of terms 'old' and 'new'.</p>	<p>Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</p> <p>Understands that the world was different in the olden days.</p> <p>Can sequence within clock and to some extent in calendar time. E.g. 2 when in the year Bonfire Night occurs.</p> <p>Can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Florence's life can be divided into phases – before she went into nursing, when she was at the Crimea, the long period afterwards.</p> <p>Is able to look at flight vehicles and sequence them in ascending time order.</p> <p>Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London.</p>	<p>Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification.</p> <p>Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s.</p>	<p>Can talk about the past in terms of periods e.g. Egyptian, Roman.</p> <p>Realises that Ancient means thousands of years ago.</p> <p>Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings.</p> <p>Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt.</p>	<p>Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings.</p> <p>Uses more sophisticated time markers within, as well as between 2 periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year.</p>	<p>Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39 and Blitz.</p> <p>Can successfully match simple iconic images to each of the periods studied.</p> <p>Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.</p>

			<p>Can use phrases such as 'over 300 years ago' in context.</p> <p>Can describe change over time using appropriate words and phrases to suggest.</p> <p>The more able can describe relative lengths of time e.g. when Florence was at Crimea compared to after the war the more distant past.</p>				
<p>Ways of life at different times. (Historical characteristic features.)</p>	<p>Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.</p>	<p>Here the main concept is then and now. Children should spot significant differences between historical time periods and modern day.</p> <p>Can compare modern hospitals and health care with that of Edith Cavell and Florence Nightingale and notice the lack of electrical equipment and devices.</p> <p>Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.</p>	<p>Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle. The key concept of Year 2 is change. Whenever pupils study a theme, eg: schools, homes, seaside holidays, they should be comparing not just 'then' and 'now' but 'then' with another 'then', eg: Victorian seaside scene with 1930s or 1950s scene and then today so that they see the similarities and differences.</p>				

		<p>Looking at farming equipment and how it has changed in the last 100 years.)</p>	<p>Can offer reasons why simple changes occur, eg: why holidays today might be considered more enjoyable than those 100 years ago and viceversa. Consider the impact of the great fire of London if they had access to the same resources ten as we do now. Would the outcome have changed?</p> <p>Can also see that not everyone in the past had the same experiences. Not all Victorian families would go on holiday to the seaside etc.</p>				
<p>Characteristic features of periods and societies</p>				<p>Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt. They are secure in understanding the main differences between today and the period being studied.</p> <p>Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the</p>	<p>Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.</p> <p>Children understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta.</p>	<p>Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society.</p> <p>Children understand that people's experiences varied depending on status e.g. They know about the importance of slave culture to that society.</p> <p>Children can explain beliefs and attitudes in terms of why people 2 might have</p>	<p>Children understand that people's experiences varied depending on status e.g. children grasp that people's experience of being evacuated in World War Two often depended on their prior experience.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were,</p>

				<p>society as if everyone felt the same.</p> <p>Children can make links between different features of a society to make sense of the world lived in by people in the past.</p>		<p>had those ideas. Show real sense of period in an abstract way.</p>	<p>what position you had in society.</p>
<p>Cause and consequence</p>	<p>Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason, possibly using the word 'because'.</p> <p>Can explain why they took the action they did when discussing themselves.</p>	<p>Can give a simple reason why a real person acted as they did in a historical situation. (Florence Nightingale making changes to the wards in Crimea.)</p> <p>Can give simple consequences of somebody's actions, e.g. 'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'.</p> <p>Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of Florence's actions (e.g. 'she helped the soldiers to get better, she improved hospitals (making them more hygienic) and she developed the nursing profession').</p>	<p>Can give a simple reason why a real person acted as they did in a historical situation. Many children will be able to give more than one reason if the context is simple enough, e.g. 'the Great Fire spread because the houses were made of wood and because they were close together'.</p> <p>Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly.</p> <p>The more-able pupils will look at more indirect reasons e.g. weak fire fighting as well as wooden buildings, close houses, and be able to explain why the causes combined in such a way as to cause the Fire. The number of reasons given is less important than pupils explaining rather than simply listing.</p>	<p>Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Howard Carter wanted to find Tutankhamun tomb.</p> <p>Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people.</p>	<p>Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. Sees Break with Rome as more than simply Henry wanting to remarry.</p> <p>Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause.</p>	<p>Realises that events usually happen for a combination of reasons, even though there is still some element of listing.</p> <p>Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe.</p> <p>Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think.</p>	<p>Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.</p> <p>Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen.</p> <p>Explain an event with reference to abstract ideas such as long and short-term or events building up.</p> <p>Some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.</p>

			<p>Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent. (moon landing unit)</p> <p>Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter') or</p>				
<p>Interpretations</p>	<p>Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories. Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.</p> <p>Can see that there are several versions of a nursery rhyme by comparing pictures, e.g. of Wee Willie Winkie, and spotting the differences between them.</p>	<p>Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past.</p> <p>Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: what Florence Nightingale's lamp looked like from different sources.</p> <p>Realises that there may be more than one way of looking at a significant historical person, e.g. soldiers loved Edith Cavell, however the</p>	<p>Can see that there are different versions of real historical situations. Eg: Great fire of London paintings, diary extracts, letters, newspapers. Moon landing: TV footage, radio reports, newspapers, astronaut interviews.</p> <p>Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: Fire buckets, boats, houses etc.</p> <p>Realises that not all sources of information answer the same 2 questions, e.g: by</p>	<p>Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. finding Tutankhamun's tomb.</p> <p>Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</p>	<p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</p> <p>Children realise that history is continuously being rewritten; if we find more we have to rewrite the past.</p>	<p>Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel was written with a different purpose and audience in mind.</p> <p>Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been</p>	<p>Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.</p>

		<p>opposition killed her for helping other soldiers.</p> <p>Understands that grandparents' recollections of their childhood games and toys may vary.</p>	<p>comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting. Comparing a newspaper report about the moon landing with a witness account from Neil Armstrong.</p> <p>Understands that grandparents' recollections of their childhood seaside holidays might vary.</p> <p>Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly.</p> <p>Understand that people can disagree about what happened in the past without one of them being wrong.</p> <p>Understands that it is not always possible to know for sure what happened.</p>			<p>discovered that they were traders to.</p>	
<p>Enquiry</p>	<p>Can find an answer to a question by looking at a simple picture, eg: of a nursery rhyme – which of these lights did Wee Willie Winkie carry?</p> <p>Can say whether a picture is of a baby or</p>	<p>Can describe the main features of an artefact.</p> <p>Can explain how we know what we were like when we were younger, eg: photographs, video, parents or</p>	<p>Can describe the main features of an artefact.</p> <p>Can find answers to questions about objects by looking in books.</p>	<p>Children extract simple information from text/pictures/objects showing basic comprehension.</p> <p>Children make simple deductions about what text means</p>	<p>Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p>Children see that some sources are</p>	<p>Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for</p>	<p>Can consider the worthiness of a source by reference to what is known about the topic. e.g. this does not fit in with the picture of the subject I know thereforee.g. this portrait of Elizabeth makes her</p>

	<p>a toddler and explain why.</p>	<p>grandparents telling stories.</p> <p>Can make deductions about artefacts, spotting clues to function and use and can talk about them. EG: Toys and games from 100 years ago.</p> <p>Can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book'.</p> <p>Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.</p> <p>Can ask simple, but relevant, questions of an adult in the role of a historical figure.</p>	<p>Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.</p> <p>Can ask simple, but relevant, questions of an adult in the role of a historical figure.</p> <p>Can draw simple conclusions about their own lives and others around them by reference to clues in evidence.</p> <p>Children are able to gather ideas from a few simple sources when building up their understanding.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Able pupils make deductions from photographs, going beyond the literal and what can be seen.</p> <p>Able pupils will realise that there are potential weaknesses in eyewitness accounts such as Pepys.</p>	<p>based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict.</p> <p>Children start combining information from more than one source e.g. compared with video, oral or picture evidence.</p>	<p>more useful than others and can explain why.</p>	<p>sure. Most evidence suggests.</p> <p>Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders.</p>	<p>seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</p> <p>Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'</p>
<p>Organisation and communication</p>	<p>Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby ... '.</p>	<p>Will write simple captions – some will write elementary sentences to describe, e.g. an old teddy.</p>	<p>Can write four or five captions, possibly using connectives, to show the sequence of events that have taken place.</p>	<p>Answers contain some simple period-specific references.</p> <p>Writes in simple and accurate, sequenced, sentences when</p>	<p>Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p>	<p>Can use appropriate ways of communicating their understanding; Answers are structured and provide supporting</p>	<p>Widespread use of period specific detail to make the work more convincing and authentic.</p>

		<p>Can label/annotate simple drawings of artefacts.</p> <p>Can write simple sentences describing an event.</p> <p>Can orally retell the main episodes of famous past events.</p> <p>More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.</p>	<p>Can write simple sentences describing an event.</p> <p>Can orally retell the main episodes of famous past events.</p> <p>Can write simple sentences containing period-specific detail about a day at the seaside 100 years ago.</p> <p>Label and annotate a Victorian seaside picture, showing awareness of significant features not seen today, e.g. dark heavy clothing, bathing machines.</p> <p>Make increasing use of period specific vocabulary, e.g. bathing machine, pier.</p> <p>Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas.</p> <p>More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.</p> <p>Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire</p>	<p>narrating what happened in the past.</p>	<p>Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs.</p>	<p>evidence for statements made.</p> <p>Able to see two sides of a question and can offer arguments on both sides.</p>	<p>Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing.</p> <p>When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>
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Chance and continuity

Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age.

Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age.

Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles.

Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled.

Grasps that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings.

Some changes are much more significant than others.

Some changes are called a revolution because of the scale and widespread nature.

Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times.

Not all change is welcomed by everyone e.g. Victorian railways. There are winners and losers e.g. factory owners and to workers.

Sees that some changes lead to others e.g. inventions in power affect transport factories etc.

Understands what is meant by a turning point e.g. Battle of Britain in context of World War Two.