		Histo	ry progression at	The Duke of Bedf	ord	<u>.</u>	
Units of work	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Autumn 1: Toys	Autumn 1: Fire of	Autumn 1: Stone Age	Autumn 1: Romans	Autumn 1: Vikings	Autum
		Spring 1: Nursing	London	to Bronze Age	Spring 1: Ancient	Spring 1: Tudors	Britain
		Summer 1: Farming	Spring 1: History of	Spring 1: Egyptians	Greece.	Summer 1: Black and	Spring
			seaside holidays	Summer 1: Local	Summer 1: Anglo-	British	Summe
			Summer 1: The moon landing	History Study	Saxons		
Chronology	Can describe	Can sort pictures and	Uses terms 'then' and	Can use words which	Can talk about the	Can accurately	Can use
Chronology	differences between	objects, matching	'now' correctly and is	mark the passing of	past in terms of	differentiate within a	specific
	themselves as a baby	them to babies,	comfortable with the	time e.g. moving from	periods e.g. Egyptian,	longer period e.g.	confide
	and now.	children and adults.	term 'the past'.	simple 'before and after' to use words	Roman.	Roman, Saxon and Vikings.	establis e.g. wh
	Sequences images of	Understands and uses	Understands that the	such as during or	Realises that Ancient		differe
	themselves as baby,	common words	world was different in	while e.g. when	means thousands of	Uses more	evacua
	toddler and child.	related to the passing	the olden days.	describing the process	years ago.	sophisticated time	to outb
		of time: 'in thepast',		of mummification.		markers within, as	Septer
		'the olden days', 'not	Can sequence within		Can accurately	well as between 2	Blitz.
		nowadays', 'a long	clock and to some	Can talk about three	differentiate within a	periods e.g. at the	
		time ago' (eg: fairy	extent in calendar	periods of time .e.g.	longer period e.g.	start of Victoria's	Can suc
		tales).	time. E.g. 2 when in	archaeologists today	Roman, Saxon and	reign, this was in the	match
			the year Bonfire Night	have discovered	Vikings.	last 10 years of	images
		Uses simple timelines	occurs.	Ancient Egyptian		Henry's life, the	periods
		to sequence	Con convonce north of	mummies in the	Can use some key	causes had been	
		processes, events and	Can sequence parts of	Valley of the Kings	dates as important	building up for 20	Can ma
		objects within their	more complex story where action takes	close to where Howard Carter was in	markers of events e.g Caesar's landing,	year.	betwee
		own experience, e.g. stages of washday,	place over a long	the 1920s.	Claudius' invasion,		periods compa
		something very old,	period of time, eg:	the 19203.	Boudicca's revolt.		similari
		old and new.	realises that				e.g. inf
		old and new.	Florence's life can be				Greeks
		More confident in use	divided into phases –				theatre
		of terms 'old' and	before she went into				Victoria
		'new'.	nursing, when she was				
			at the Crimea, the				
			long period				
			afterwards.				
			Is able to look at flight				
			vehicles and sequence				
			them in ascending				
			time order.				
			Realises that we use				
			dates to describe				
			events in time, eg:				
			1666 for the Great				
			Fire of London.				

## 6

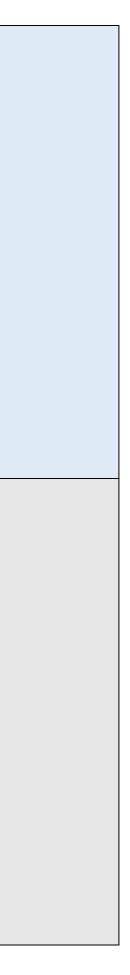
umn 1: Battle of ain ng 1: Mayans ımer 2: Victorians

use dates and cific terms fidently to blish period detail when describing erent phases of cuation, referring utbreak of war in cember 39 and

successfully ch simple iconic ges to each of the ods studied.

make links veen three ods in history, paring, spotting larities differences influence of eks on Tudor atre or on orian architecture.

	•	·		 ·	
			Can use phrases such as 'over 300 years ago' in context. Can describe change over time using appropriate words and phrases to suggest. 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.		
Ways of life at different times. (Historical characteristic features.)	Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.	Here the main concept is then and now. Children should spot significant differences between historical time periods and modern day. Can compare modern hospitals and health care with that of Edith Cavell and Florence Nightingale and notice the lack of electrical equipment and devices. 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.	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.		



	Looking at farming equipment and how it has changed in the last 100 years.)	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? 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.				
Characteristic features of periods and societies			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. 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	Children understand that people in the past had a range of different ways of looking at their world and can explain ideas. 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.	Children know that not everyone in the past lived in the same way. They can contrast life forrich 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. Children understand that people's experiences varied depending on status e.g. They know about the importance of slave culture to that society. Children can explain beliefs and attitudes in terms of why people 2 might have	Child that p expendence e.g. C that p expendence vacue War depe prior Child descr ways differ socie unde peop differ life du their They avoid genedence on w

ildren understand at people's periences varied pending on status g. children grasp at people's perience of being acuated in World ar Two often pended on their or experience.

aldren are able to escribe and explain ays of life at fferent levels of ciety and aderstand that eople would have fferent outlooks on e depending on eir social standing. hey instinctively roid sweeping eneralization saying stead, it all depends on who you were,

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

t position you had ociety.

ains an event g simple form of sification e.g. to with money or gion; Sees sequences in ns of immediate longer-term cts and can see people were cted differently.

s causes might be nected in some ; one cause might nked to another ing the event h more likely to pen.

ain an event with rence to abstract s such as long and t-term or events ding up.

e children are to explain some e complex events g a good range of ses, some of them ed in a simple way.

			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) 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				
Interpretations	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. 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.	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. 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. Realises that there may be more than one way of looking at a significant historical person, e.g. soldiers loved Edith Cavell, however the	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. 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. Realises that not all sources of information answer the same 2 questions, e.g: by	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. Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.	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. Children realise that history is continuously being rewritten; if we find more we have to rewrite the past.	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. 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	Child that a some interp see w migh versid even using evide can p gloss Child interp differ the a are lo of the migh posit bene indus empi negat child

ildren understand at all history is to me extent erpretations and e why some people ght write different rsions of the same ent; Even when ng the same idence historians n put a different oss on events. ildren grasp that erpretations might fer depending on e aspect that people e looking at; Views the Victorians ght be more sitive if looking at nefits of lustrialization and npire, and more gative if looking at ild labour or slavery.

		opposition killed her for helping other soldiers. Understands that grandparents' recollections of their childhood games and toys may vary.	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. Understands that grandparents' recollections of their childhood seaside holidays might vary. 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. Understand that people can disagree about what happened in the past without one of them being wrong. Understands that it is not always possible to know for sure what			discovered that they were traders to.	
Enquiry	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? Can say whether a	Can describe the main features of an artefact. Can explain how we know what we were like when we were younger, eg: photographs, video,	happened. Can describe the main features of an artefact. Can find answers to questions about objects by looking in books.	Children extract simple information from text/pictures/objects showing basic comprehension. Children make simple deductions about	Children start cross- referencing information to see if other sources agree, rather than taking everything on face value. Children see that	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	Can wort by re is kn topic not f pictu know this

an consider the orthiness of a source y reference to what known about the opic. e.g. this does ot fit in with the cture of the subject I now therefore ... .e.g. is portrait of izabeth makes her

	a toddler and explain	grandparents telling	Realises that we can	based on what is	more useful than	sure. Most evidence	seem
	why.	stories.	find out about a	included e.g. the	others and can explain	suggests.	she wo
			person's life by using a	teacher in the	why.		looked
		Can make deductions	range of sources, such	photograph of		Children start to think	piece of
		about artefacts,	as letters, as well as	Victorian school is		of reasons why a	must k
		spotting clues to	books.	holding a cane, they		source might be	carefu
		function and use and		must be strict.		unreliable e.g. view of	know
		can talk about them.	Can ask simple, but			the Vikings may be	and w
		EG: Toys and games	relevant, questions of	Children start		partial because the	the au
		from 100 years ago.	an adult in the role of	combining		evidence we have was	0.0
			a historical figure.	information from		written by people who	Offers
		Can consult and use		more than one source		suffered most at the	reasor
		information from two	Can draw simple	e.g. compared with		hands of these	source
		simple sources to find	conclusions about	video, oral or picture		raiders.	treate
		information, eg: 'how	their own lives and	evidence.			propa
		can we tell this teddy is old? Because it	others around them				during
		looks like the one in	by reference to clues in evidence.				Two. S
		the book'.					aware need t
			Children are able to				why th
		Realises that we can	gather ideas from a				produ
		find out about a	few simple sources				prom
		person's life by using a	when building up their				we exp
		range of sources, such	understanding.				many
		as letters, as well as	understanding.				these
		books.	Children spot the				photo
			differences between				smiling
		Can ask simple, but	sources and come to a				from c
		relevant, questions of	conclusion as to the				that it
		an adult in the role of	most common view.				experi
		a historical figure.					childre
			Able pupils make				
			deductions from				
			photographs, going				
			beyond the literal and				
			what can be see.				
			Able pupils will realise				
			that there are				
			potential weaknesses				
			in eyewitness				
			accounts such as				
			Pepys.				
	Con talk about	Mill write circula	Con write four or five	Anguara agatain agus	Con write in		\\/: al a -
Organisation	Can talk about	Will write simple	Can write four or five	Answers contain some	Can write in	Can use appropriate	Wides
and	pictures of themselves	captions – some will	captions, possibly	simple period-specific references.	explanatory mode, rather than	ways of	period
and	using appropriate vocabulary, eg: 'when	write elementary sentences to describe,	using connectives, to show the sequence of	references.	descriptive but this	communicating their understanding;	to mal more o
communication	I was a baby '.	e.g. an old teddy.	events that have	Writes in simple and	tends to be mainly	Answers are	auther
	1 was a baby	e.g. an olu teuty.	taken place.	accurate, sequenced,	lists or unlinked ideas.	structured and	autier
			laken place.	sentences when	hists of utilitiked lueds.	provide supporting	
				Sentences when		hours supporting	

m far younger than would have ked age 67. This ce of evidence st be handled efully. We need to w who produced it why. Who was audience?

ers substantiated sons why some rces might be ited cautiously e.g. paganda posters ing World War . Shows reness of the d to think about the source was duced without mpting. 'How can explain why so ny children in se evacuation tographs are ling when we learn n other sources t it was a miserable erience for many dren?'

despread use of iod specific detail nake the work re convincing and hentic.

and event.an event.and event.some supporting event.Able to see words and or all pretent the see themes describing an event.and epidodes of famous past events.some supporting event.Able to see words and or all pretent the see the see to the pretent the see to the sector set of the conventions when writing in history. eg. to chain the systemand epidodes of famous past events.and epidodes of famous pa	Can label/annotate	Can write simple	narrating what	Begins to sustain an	evidence for	Able
Can write simple sentences duscribing an event.Can orally reteil the tamous past events.evidence; idea:"are some shape, though of a guestion and/ of	simple drawings of	sentences describing	happened in the past.	answer, providing	statements made.	distir
Can write simple an event. Can orally retell the main episodes of famous past events. Can orally retell the main episodes of famous past events. Can orally retell the main episodes of famous past events. Can orally retell the main episodes of famous past events. Nore use of time conventions when writing in history, eg. 'hundreds of years ago'. 'In 1669. 'In' Victorian times, 'Wehen my Grandad was a boy'. Can explain why the Gran explain episodes of famous past events. 'Name of time conventions when writing in history, eg. 'hundreds of years ago'. 'In 1669. 'In' Victorian times, 'Nether my Grandad was a boy'. Can explain why the Gran explain whet explain that explain whet explain the explain the explain the explain	artefacts.	an event.		some supporting		
sentences description an event.anian episodes of famous past events.some shape, though paragraphs.of the arguments on both sides.Can orally retell the main episodes of famous past events.Can write simple sentences containing pard-agaethcan write simple sentences containing write simple sentences containing pard-agaethcan write simple sentences containing pard-agaethcan wri						and r
an event. famous past events. not vyt structurdin paragraphs. both sides. Wee serences: con orally retel the main episode of famous past events. Can write simple serences: containing partod specific detail about a dwy at the seaside 100 years ago. not vyt structurdin paragraphs. both sides. Wee paragraphs.   More use of time conventions when writing in history, e.g. 'hohen my Grandad was a boy.' Label and annotate a victorian lines, 'uctorian lines, 'uctorian lines,' 'oxhen my Grandad was a boy.' Label and annotate a victorian lines,' 'uctorian line	Can write simple	Can orally retell the		beginning to have	of a question and can	over
Can orally retell the man episodes of famous past events famous past events more use of time conventions when writing in history, e.g. hundreds of years ago', in a56°, in Victorian inseaside picture, showing was a boy'. Can write simple sentences containing professional anotate a Victorian inseaside picture, showing auxies of the significant features not sent oday, e.g. dark heav; clotting, bathing machines, bathing machines, pier. Able   Make increasing use of period specific years a boy'. Make increasing use of period specific years a sonther reason was' and rates' write in history, e.g. hundreds of years ago', in 1660', in victorian times', victorian times', victoria	-	-			-	
Can orally retell the main episodes of famous past events. Can write simple sensitive containing period-specific (detail about adv) at the senside 100 years ago. It is the sensitive containing period-specific (detail about adv) at the sensitive 100 years ago. Able   More use of time conventions when writing in history, e.g. the history, e.g. the history, e.g. the history, e.g. bathing machines. It is the history e.g. the history, e.g. the history history, e.g. the history, e.g.	an event.	famous past events.		-	both sides.	
main episodes of famous past events part event in more use of time conventions when writing in history, e.g. 'bundreds of years ago', in 1666', in Victorian times', 'when my Grandad was a boy'.sentences containing about a day at the about a day at the conventions when writing in history, e.g. bathing machines, jeer.imp main <br< td=""><td></td><td></td><td></td><td>paragraphs.</td><td></td><td></td></br<>				paragraphs.		
famous past events. period-specific detail aux day at the seaside 100 years ago. of tin desc seaside 100 years ago.   'Inundeeds of years ago,''n 1666', 'n Victorian times', ''when my Grandad was a boy'. Label and annotate a Victorian seaside awareness of songlinant features not seen today, e.g. image: 'n ''nundeeds of years awareness of songlinant features not seen today, e.g. image: ''n ''''''''''''''''''''''''''''''''''	-	-				
about a day at the search to prove the search		_				
More use of time conventions when writing in history, e.g. hundreds of years ago', in 166G', in victorian times', use a boy'. Label and annotate a victorian seaside avareness of surture, showing avareness of surture, showing avareness of sort seen today, e.g. drawareness of of seniod specific victorian steen of seniod specific victorian steen victorian steen of seniod specific victorian steen victorian steen vi	famous past events.					
conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in was a boy'. Victorian seaside picture, showing wareness of significant features is ginificant features is ginificant features was a boy'. Victorian seaside picture, showing wareness of significant features is ginificant features wareness of significant features Wite and wareness of significant features Wite and wareness of significant features   Make increasing use of period specific vocabulary, e.g. bathing machines, pier. Can explain why the Great Fire spread so such as 'another reason was' and 'also' which connect the various ideas. More use of time conventions when writing in history, e.g. 'when my Grandad was a boy'. More use of time conventions when writing in history, e.g. 'when my Grandad was a boy'. More use of time conventions when writing in history, e.g. 'when my Grandad was a boy'. Make increasing use of subject specific precise vocabulary, e.g. 'when my Grandad was a boy'. Make increasing use of subject specific precise vocabulary, e.g. 'when my Grandad Image: machine state was a boy'.		-				descr
writing in history, e.g. Label and annotate a provi   ago', 'in 1666', 'in 'Victorian sexide picture, showing   waverees of sayareness of sayareness of   sayareness of sayareness of sayareness of   dark heavy clothing, bathing machines. Make increasing use of period specific   of period specific vocabulary, e.g. bathing machines, pier.   Can explain why the Graet Fire spread so quickly using phrases   such as another writing in history, e.g. hord reason was and 'also'   which my my Grandad was a boy'. Make increasing use if period specific   of period specific vocabulary, e.g. hord specific if period specific   vocabulary, e.g. hord specific vorabulary, e.g. if period specific   volability, e.g. hord reason was and 'also' which connect the various ideas.   Wore use of time writing in history, e.g. hord reason was and 'also' when my Grandad   was a boy'. Make increasing use of subject-specific precise vocabulary, e.g. is bathing reason was an end subject-specific   e_go, 'in 1666', 'in victorian times',		seaside 100 years ago.				Able
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le to make subtle stinctions within a riod being studied, d realizes danger of ergeneralizing.

hen appropriate es the need to refer dates and to see portance of lengths time e.g. when scribing causes.

le pupils use ovisional and ntative language, to press uncertainty g. perhaps, may, ght, some people ink.

Chance and continuity		Sees simple changes between beginning and end of a very long	Identifies changes based on similarity and difference e.g.	Grasps that change can happen quite quickly and can be	Some called becau
		period e.g. differences between Old Stone Age and Iron Age.	between Iron Age and Roman homes/lifestyles.	reversed e.g. struggle between the Saxons and Vikings.	and v natur
		Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone and Age and between the Bronze Age and the Iron Age.	Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled.	Some changes are much more significant than others.	Some relati happ e.g. p grow rural popu Victo Not a welco every Victo There loser
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me changes are led a revolution cause of the scale d widespread ture.

me changes are ative slow others open very rapidly population owth and balance of ral and urban pulation in torian times.

t all change is lcomed by eryone e.g. torian railways. ere are winners and ers e.g. factory mers and to orkers.

es that some anges lead to others i, inventions in wer affect transport tories etc.

derstands what is eant by a turning int e.g. Battle of tain in context of orld War Two.