



PYE BANK HISTORY PROGRESSION DOCUMENT

Personal/Local	Significant People	Significant Events	Ancient Civilisations	British History
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Common aims/objectives:

- To know about the everyday lives and achievements of people, the key events, significant individuals, beliefs relevant to the time periods studied.
- To develop an increasing understanding of Chronology from Ancient Civilisations to modern day.
- To use an increasingly wide range of evidence to find out about the past and to answer enquiry questions.
- To develop the disciplinary knowledge of historical enquiry, developing independence.
- To deepen children’s knowledge and use of a wide range of increasingly specialist historical vocabulary.
- Through the study of a range of time periods, begin to make links and connections to support their understanding of key historical concepts (Substantive and 2nd Order)

YEAR GROUP	HISTORICAL TIME PERIOD OR FOCUS	KEY CONCEPTS		KEY VOCAB	KEY DICIPLINARY KNOWLEDGE / OBJECTIVES SEE PROGRESSION DOCUMENT
		SUBSTANTIVE	2 nd ORDER		
RECEPTION	R1. All About Me Local History	Society and civilisation (what is life like?)	Similarities and differences	Old older oldest Order Sequence Timeline Before After	<i>To be able to talk about the past and present events in their own lives and in the lives of family members. To use common words linked to the passing of time. To know about the similarities and differences between themselves and others, and among families, communities and traditions. To begin to use historical based language – language associated with the passage of time</i>
	R2. People who help us: Florence Nightingale	Society and civilisation (what is life like?)	Similarities and differences Change and Continuity	Old older oldest Order Sequence Timeline Yesterday old past now then Nurse Hospital Conditions Soldiers Ward wounded Victorian	<i>To begin to understand how a timeline can be used to show the order of things. To know about the lives of significant individuals and how they have impacted on others. To know about changes within living memory</i>
	R3. Transport Over Time	Society and civilisation (what is life like?)	Similarities and differences Change and Continuity	Bicycle Train Steam Train Aeroplane Hot Air Balloon Car Tram Carriage Queen Penny Farthing Velocipede Draisine Old Older Oldest past Recent Modern history Decade Timeline	<i>To begin to recognise how things change over time and begin to sequence from oldest to youngest, using the clues presented to them.</i>
YEAR 1	1.1 Personal History Local History	Society and civilisation (what is life like?)	Similarities and differences Change and Continuity Introduce Significance	Old Older Oldest New Past present recent Modern History decade Timeline Monarch King Queen Victorian Kaleidoscope Zoetrope Whip and Top Quoits Diabolo Research Queen Prince Royal Family	<i>To develop an awareness of the past, using common words and phrases relating to the passing of time. To be able to place events on a simple time line in Chronological order and know how we label years on a timeline To know some of the ways in which we find out about the past. To use a wide vocabulary of everyday historical terms. To be able to use of historical evidence to answer questions about the past 1.1i To be able to create a timeline of recent events in their lives.</i>

	1.2 Great Fire of London	Society and Civilisation (What is life like?)	Historical interpretation Significance Cause and Consequence Similarities and Difference	Leather bucket Squirt Fire posts Fire hook Gun powder Thatched roof Wattle and daub Timber frame Diary	1.1ii To identify important events in their family history and significant events that have happened in their life time at a national level. 1.1iii To be able to use items from the past to describe how things have changed. 1.2 To know about events beyond living memory that are significant nationally or globally. 1.3i To know what life was like in the past (Beyond living memory) 1.3ii To know about the lives of significant individuals in the past and how they contributed to national achievements. 1.3iii To know the similarities and differences between monarch today and kings and queens in the past 1.3iv To understand what a monarch is and the qualities needed to be a good monarch.
	1.3 Castles, Kings and Queens	Society and civilisation (What is life like?) Legacy Rulers/Tyranny	Significance Similarities and differences Change and Continuity	Monarch King Queen Castle Crown Coronation Tyrant/Tyranny Throne Sceptre and Orb Reign Parliament Government Buckingham Palace Medieval Christians Catholics Protestant Explorer Baron Magna Carta Lord Knight Prison Parchment Past Present Recent Timeline Modern History Decade	
YEAR 2	2.1 The Sheffield Blitz and being an Evacuee Local History	Society and civilisation (what is life like?) War and Conflict	Similarities and differences Cause and Consequence Significance	Blitz Artefact Evacuation Evacuee Air Raid Siren Shelter Anderson Morrison Warden Allies Luftwaffe Black out Civilians gas Mask rationing	<i>To further develop an awareness of the past, using a wider range of common words and phrases relating to the passing of time.</i> <i>To increase confidence in placing events on a time line in Chronological order, with an increased understanding of decades and centuries.</i> <i>To know some of the ways in which we find out about the past and that people interpret the past in different ways.</i> <i>To use a wider range of vocabulary of everyday historical terms, relevant to the topics covered.</i> <i>To be able to use of historical evidence to answer questions about the past</i>
	2.2 Space Explorers: Neil Armstrong and Helen Sharman Local History	Society and civilisation Legacy Diversity	Significance Change and Continuity Cause and Consequence	Apollo 11 Columbia Command Module Crater Dock Eagle Gravity Lunar Module Orbit Saturn V Stage A	2.1i To know about significant historical events, people and places in their own locality. 2. 1ii To know what life was like in the past and change over time. 2.2 To know about events beyond living memory that are significant nationally or globally. 2.2i To know about the lives of significant individuals in the past who have contributed to national and international achievements. 2.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements 2.3ii To understand what it means to be famous, and that people can be famous for many different reasons 2.3iii To recognise why people did things, why events happened and what happened as a result
	2.3 Isambard Kingdom Brunel	Fame Legacy	Significance Change and continuity Similarities and Differences	Engineer Apprentice Biography/Autobiography Voyage Industrial revolution Steamship Steam Train Suspension bridge Navigable Transatlantic Chronology Propeller Tunnel Bridge Transport decade century	
YEAR 3	3.1 Stone Age to Iron Age	Society and Civilisation Settlement Migration	Historical interpretation (Focus on archaeological finds)	Prehistory Prehistoric Neanderthals Species Lithic Homosapien Archaeologist	<i>To develop more independence in carrying out an enquiry including posing their own questions and organising their work.</i> <i>To address and begin to devise historically valid questions</i>

			Cause and Consequence Change and continuity	Hoard Coastline Agriculture Hunter Gatherer Settlement Monument Stone Circle Henges Stonehenge Extinct Woolly Mammoth Shield Helmet Celtic Weapon Migration Community artefact Century AD/CE BC/BCE	To understand how knowledge of the past is constructed from a range of sources 3.1i To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered. 3.1ii To know the importance of archaeological finds in learning about the Stone Age to Iron Age. 3.1iii To know what life was like during this period 3.1iv To know how life changes from the Stone Age to the Iron Age 3.2i To use a range of sources to find out about the Ancient Egyptians 3.2 ii. To know what life was like for different classes of citizens within Ancient Egypt 3.2iii. To know what the Ancient Egyptians believed: Gods, goddesses and what happens when they die. 3.2iv. To understand the power of the rulers in Ancient Egypt 3.2v. To know about key events from Ancient Egypt. 3.2vi. To know about the achievements of the Ancient Egyptians 3.2vii. To know how we find out about the past and that Archaeologists use primary sources, including objects and buildings that were there at the time. 3.2viii To know that there can be different interpretations of the past and be able to give an example or reason for this. 3.3i To understand the overview of where and when the first civilisations appeared (Ancient Sumer; The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China). 3.3ii To know about the achievements of the earliest civilisations. 3.3iii To know that there can be different interpretations of the past and be able to give an example or reason for this.
	3.2 Egyptians	Power Rulers Tyrants Society and Civilisation (What is life like?) Slavery	Historical Interpretation Significance Cause and Consequence Similarities and Differences	Ancient Civilisation Moses Old Testament Excavation Tomb Archaeologist Pharaoh Pyramids Valley of the Kings Antechamber Sarcophagus Reign Ammit Akhet Peret Shemu Afterlife Howard Carter Lord Carnarvon Hieroglyphics Papyrus Embalming Mummification Canopic Jars Sphinx Dynasty Slave	
	3.3 Ancient Civilisations	Power Rulers Tyrants Society and Civilisation Legacy	Significance Similarities and Differences Change and Continuity	Ancient Civilisation Ancient Sumer; The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China	
YEAR 4	4.1 Romans	Society and Civilisation Legacy Invasion Settlement Empire Emperors Conflict/War Migration	Change and Continuity Similarities and Differences Significance Historical interpretation	Julius Caesar Invasion Conquest Resistance Empire Emperor Centurion century Roman Britain Mediterranean Latin defeat Conquer Gladiator Invade Settle Aqueduct Rebellion	To develop more independence in carrying out investigations including posing their own questions and organising their work. To address and sometimes devise historically valid questions To understand how knowledge of the past is constructed from a range of sources 4.1i To note connections, contrasts and trends over time, between periods studied: Stone Age to Romans 4.1ii To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered. 4.1iii To know what life was like during this period 4.1iv To know about the culture and beliefs of Romans 4.1v To know about significant individuals or events linked to the Romans. 4.1vi To know about the impact that the Roman Empire had on Britain 4.2 To be able to use evidence to find out about the past in the local area. 4.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements 4.3ii To know that people are seen as significant because what they did in their lives resulted in change over time. 4.3iii To recognise why people did things, why events happened and what happened as a result
	4.2 Steel City: Harry Brearley Local History	Legacy Society and civilisation (what is life like?) Poverty Revolution	Change and Continuity Similarities and Differences Historical interpretation and evidence	Industrial revolution Population Economy Agriculture Poverty Sanitation Over-crowding Child Labour Workhouse Village Rural Urban Capitalist Labour Cholera Locomotive Invention Canal Privy Back to Back Crucible Bessemer Convertor Stainless Steel Iron Little Mesters Buffer Girls Mass Production	

	4.3 Rosa Parks	Legacy Diversity Freedom Oppression Equality	Significance Cause and Consequence Change and continuity	Boycott Abolish Activist Segregation Racism Campaign Legacy Inspirational Civil rights Social Imprisoned Strike Timeline Protest Slaves Equality Inequality	4.3iv To recognise that there can be more than one cause for events.
Year 5	5.1 Vikings and Anglo Saxons	Society and Civilisation INVADERS SETTLERS Migration GOVERNMENT/ KINGDOMS Conflict Migration	Change and continuity Similarities and Differences Significance Historical interpretation	Century Vikings Kingdoms Earls Bretwalda Anglo Saxons Settlers Thrall Runes Pagans Battle Longhouse Danegeld Werigeld Battle of Hastings Burh Danelaw Interpretation Hoard Migration Picts Raid Saga Cyning Trade	<i>To address and sometimes devise historically valid questions</i> <i>To construct informed responses by selecting and organising relevant historical information</i> <i>To understand that different versions of the past may exist, giving some reasons for this</i> <i>To recognise that there can be more than one cause for events.</i> 5.1i To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered. 5.1ii To know about settlements within Britain by Anglo Saxons and the Viking and Anglo Saxon struggles up to the time of Edward the Confessor. 5.1iii To note connections, contrasts and trends over time, between periods studied: Stone Age to Romans to Vikings to Anglo Saxons 5.2i To develop a coherent narrative of the changes to the local area from the industrial revolution until present. 5.2ii To know how the world wars effected people's lives in the local area. 5.2iii To read and interpret increasingly detailed timelines, using a range of scales.
	5.2 Changes over time in Pitsmoor Local History	Conflict War Remembrance Dictator Diversity	Significance Change and continuity Similarities and Differences Historical interpretation	War Soldier Conflict Allies Remembrance Day The Great War Armistice Remembrance Legacy Front line Civilians Century AD/BCE BC/BCE Primary Sources Secondary Sources	5.3i To use a range of sources to find about the life and achievements of the Ancient Greeks 5.3ii To know what life was like for the people of Ancient Greece 5.3iii To know about the key events and achievements of the ancient Greeks 5.3iv To understand the legacy and impact on the world of the Ancient Greeks. 5.3v To know a selection of Greek myths and legends
	5.3 Ancient Greeks	Legacy- impact on western world Government Democracy	Continuity and Change Similarities and differences Significance Historical Interpretation Historical Evidence and perspective	Ancient Civilisation Acropolis Archaeologist Architecture Citadel Civilisation Climate Continent Culture Deities Government Democracy Empire Human geography Physical geography Fertile Merchant Mythology Philosophy Polis Polytheists Seafaring Society Trade Urban Warfare	
YEAR 6	6.1 Early Islamic civilisation, including Baghdad c. AD 900	Legacy Civilisation	Similarities and differences Interpretation of the past Historical evidence Similarities and Differences	Mosque Palace Ancient Civilisation Government Caliph House of Wisdom Scholar Golden Age Trade route Fertile City of peace Translation Invention	<i>To address and sometimes devise historically valid questions</i> <i>To construct informed responses by selecting and organising relevant historical information</i> <i>To understand that different versions of the past may exist, giving some reasons for this</i> <i>To recognise that there can be more than one cause for events.</i> 6.1i To know that people from other civilisations have contributed to many ideas that impact on us still.

	6.2 A new home; migration of people	Movement of people Settlement Invaders Settlers Refuge/Refugees Persecution Oppression Slavery Conflict/War Poverty Diversity	Interpretation Historical evidence/ Sources and perspectives Chronology	Refugee Migration Asylum Seeker Immigration Empire Discrimination Century Invade Settle Settlement Settlers Slavery Slave Abolition Cargo Middle Passage Plantation	6.1ii To know about key events in the history of Baghdad. 6.2ii To investigate issues and solve valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based. 6.2ii To understanding contemporary discussions of immigration in a historical context 6.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements 6.3ii To know that people are seen as significant because what they did in their lives resulted in change over time and had consequences for many people at and over time. 6.3iii To be able to explain how the story of Emmeline Pankhurst teaches us about attitudes towards women's rights at the time. 6.3iv To recognise why people did things, why events happened and what happened as a result; giving more than one reason for the events.
	6.3 Campaigner for Change: Suffragettes and Emmeline Pankhurst	Democracy Oppression Suffrage Diversity Remembrance (Int Women's Day) Revolution Equality	Significance Interpretation of the past Historical evidence/ Sources and perspectives Cause and consequences Change and continuity	Suffrage Suffragette Suffragists Controversial Revolution Activist Campaign Campaigner Equality Inequality Lobbying Remembrance Legacy Imprisoned Protest Deeds Vote Act Election	