

## Goose Green History Progression

Please note that, due to changes in the curriculum, for the academic year 2023-24, Year 4 will be learning about Ancient Egypt and Year 6 will be learning about the Romans, as they did not cover these topics in years 3 and 5 respectively.

Strand/ discipline	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>History topics</b>	·Dinosaurs	·All about me ·Fantasy	·Transport ·Changemakers	·Windrush ·Great Fires	·Stone Age to Iron Age ·Ancient Egypt	·Anglo Saxons and Vikings ·Early Islamic Civilisation	·Ancient Greece ·Romans in Britain	·WWII ·Britain and Empire
<b>Chronology: Construct &amp; sequence the past</b>	<ul style="list-style-type: none"> <li>· Understand the structure of the school day.</li> <li>· Understand now, next, later, before, first, then.</li> <li>· Understand that some things happened before they were born.</li> <li>· Retell a simple past event in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>· Discuss what has happened in the past and our memories.</li> <li>· Use talk to organise, sequence and clarify events.</li> </ul>	<ul style="list-style-type: none"> <li>· Recognise the difference between 'old' and 'new'.</li> <li>· Know where some basic events fit on a timeline, relating to their topic.</li> <li>· Place some basic events onto a timeline and use this to support the retelling of past events.</li> <li>· Know where some key people fit onto a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>· Record some events onto a timeline.</li> <li>· Remember some significant names and dates (eg.1666, Samuel Pepys, Floella Benjamin)</li> <li>· Confidently use common words and phrases related to the passing of time (now, then, before).</li> </ul>	<ul style="list-style-type: none"> <li>· Develop knowledge of local and British history by expanding timelines looked at in Year 2.</li> <li>· Place events of early British history on a timeline, using some dates.</li> <li>· Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change have occurred in the last century.)</li> </ul>	<ul style="list-style-type: none"> <li>· Position a growing range of eras and events on a timeline (eg Ancient Egypt, Anglo-Saxons, Iron Age, Great Fire of London, Tooley Street Fire, Windrush, Early Islamic civilisation).</li> <li>· Distinguish the timeline of Britain from global events and recognise that some events are considered by some to be more globally important than others.</li> </ul>	<ul style="list-style-type: none"> <li>· Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 &amp; KS2).</li> <li>· Place world history events on a timeline using the correct dates and labels.</li> </ul>	<ul style="list-style-type: none"> <li>· Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 &amp; KS2).</li> <li>· Comment on trends/ themes that emerge over time.</li> <li>· Annotate a timeline with historical terms and facts, showing a sense of historical scale.</li> </ul>
<b>Change and development</b>	<ul style="list-style-type: none"> <li>· Recognise changes within themselves and other</li> </ul>	<ul style="list-style-type: none"> <li>· Recognise changes within themselves, others and their environment over time.</li> </ul>	<ul style="list-style-type: none"> <li>· Understand similarities and differences between now and the past.</li> </ul>	<ul style="list-style-type: none"> <li>· Describe how lifestyles (work, school, play etc.) were the same or different in the past.</li> </ul>	<ul style="list-style-type: none"> <li>· Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure</li> </ul>	<ul style="list-style-type: none"> <li>· Ask and answer questions about changes, similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>· Discuss more complex changes, similarities and differences.</li> <li>· Deepen understanding of</li> </ul>	<ul style="list-style-type: none"> <li>· Ask and answer questions about changes, similarities and differences and begin to challenge responses.</li> </ul>

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	living things over time.		<ul style="list-style-type: none"> <li>· Develop a sense of time and how fast things change (eg differences between changes in their own / their parents' / their grandparents' lifetimes).</li> </ul>	<ul style="list-style-type: none"> <li>· Describe differences between 'then' and 'now'.</li> <li>· Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</li> </ul>	activities and recognise how these were similar / different to the modern day.	<ul style="list-style-type: none"> <li>· Begin to have an understanding of broader trends / themes over time (eg. migration, empire, invasion, beliefs)</li> <li>· Explore differences between different groups of people who lived at the same time.</li> </ul>	trends/themes over time. <ul style="list-style-type: none"> <li>· Investigate and describe what life was like for people living at the same point (rich/ poor, men/women, military/civilians).</li> </ul>	<ul style="list-style-type: none"> <li>· Discuss and debate trends and themes over time.</li> <li>· Describe changes across a historical period (considering social, political, cultural and technological changes).</li> </ul>
<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>· Describe the personal impact of an event (eg. I had fun, we were tired, I felt proud).</li> <li>· Begin to understand 'how' and 'why' questions.</li> </ul>	<ul style="list-style-type: none"> <li>· Talk about things we have done and explain why they happened/ what happened next.</li> <li>· Talk about past events of their own lives and in the lives of family members.</li> <li>· Understand questions such as who, why, when, where and how.</li> </ul>	<ul style="list-style-type: none"> <li>· Show an understanding of some key events.</li> <li>· Start to think about the reasons why things might change (eg transport: improvements in technology / making life easier / more fun).</li> </ul>	<ul style="list-style-type: none"> <li>· Recount key events from the past in their own words and begin to explain why these events happened.</li> <li>· Begin to think about the impact that historical events have had on modern life.</li> </ul>	<ul style="list-style-type: none"> <li>· Question, investigate and give reasons for events in the past (eg. How did the discovery of bronze and iron change British life?)</li> <li>· Describe the impact of events in the more distant past on modern life (eg the legacy of Ancient Egypt on modern life).</li> </ul>	<ul style="list-style-type: none"> <li>· Begin to independently question and investigate the reasons behind historical events and changes.</li> <li>· Give increasingly accurate answers to enquiry questions.</li> <li>· Describe how events/ people being studied have had an impact on the modern world (eg. Early Islamic civilisation- art, science, medicine)</li> </ul>	<ul style="list-style-type: none"> <li>· Ask and answer clear and accurate questions about what happened.</li> <li>· Ask 'why' questions to further historical understanding.</li> <li>· Debate and discuss different opinions about historical causes and effects.</li> <li>· Investigate and discuss how ancient civilisations (Romans/ Greeks) can still have an impact on our lives.</li> </ul>	<ul style="list-style-type: none"> <li>· Independently ask and answer clear and accurate questions about the past.</li> <li>· Discuss and compare a range of plausible causes and effects.</li> <li>· Investigate and describe legacies for the modern world, such as the impact of the British Empire and why people still disagree about it.</li> </ul>
<b>Significance and interpretation</b>	<ul style="list-style-type: none"> <li>· Remember and talk about significant</li> </ul>	<ul style="list-style-type: none"> <li>· Begin to compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>· Begin to understand why the events and</li> </ul>	<ul style="list-style-type: none"> <li>· Understand why people and events</li> </ul>	<ul style="list-style-type: none"> <li>· Begin to ask and answer questions about how and why</li> </ul>	<ul style="list-style-type: none"> <li>· Ask and answer questions about how and why</li> </ul>	<ul style="list-style-type: none"> <li>· Deepen the understanding that historical</li> </ul>	<ul style="list-style-type: none"> <li>· Recognise that some events and people are</li> </ul>

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	<p>events in their own experience.</p> <ul style="list-style-type: none"> <li>· Listen to and engage with stories, songs, rhymes and poems to find out about the past.</li> </ul>	<p>characters from stories from different times, including figures from the past.</p> <ul style="list-style-type: none"> <li>· Begin to say how something is the same or different in the past.</li> </ul>	<p>people being studied are important.</p>	<p>being studied are important.</p> <ul style="list-style-type: none"> <li>· Begin to express preferences or opinions and justify them with evidence and facts (eg. Who was to blame for the Great Fire of London? How was the Tooley St Fire different from the Great Fire of London?).</li> </ul>	<p>events and people being studied are significant.</p> <ul style="list-style-type: none"> <li>· Express preferences and personal responses to topics being studied and back them up with evidence and facts.</li> </ul>	<p>certain events and people are considered to be significant.</p> <ul style="list-style-type: none"> <li>· Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.</li> </ul>	<p>knowledge comes from a range of sources and understand that there can be many versions of the same events in history, giving reasons why these may exist.</p>	<p>considered to be more significant than others, and use evidence to back up responses.</p> <ul style="list-style-type: none"> <li>· Make links between historical events, changes and cultures across a range of periods studied. (eg. WWII and the Windrush, Ancient Egyptian and Early Islamic empires and the British Empire).</li> </ul>
<b>Enquiry skills</b>	<ul style="list-style-type: none"> <li>· Ask questions about their family.</li> <li>· Question why things happen and give explanations.</li> </ul>	<ul style="list-style-type: none"> <li>· Begin to ask and answer some historical questions and use some simple historical phrases eg. before I was born, when I was younger.</li> </ul>	<ul style="list-style-type: none"> <li>· Ask and answer some historical questions.</li> <li>· Sort pictures / objects / events into 'old' and 'new'.</li> <li>· Use phrases such as; now, after, before, modern, new, old, a long time ago, in my lifetime.</li> </ul>	<ul style="list-style-type: none"> <li>· Ask and answer historically relevant questions.</li> <li>· Use historical vocabulary (eg. past, present, recently, years, decades, centuries).</li> <li>· Compare events from different periods in history (eg. Great Fire of London and the Tooley Street Fire)</li> <li>· Carry out a local history study (Tooley st fire). What evidence can we still find?</li> </ul>	<ul style="list-style-type: none"> <li>· Construct relevant questions about history and begin to suggest how these might be answered.</li> <li>· Use historical vocabulary such as before, during, after, century, decade, BC, AD, ancient, modern, period, empire, age.</li> </ul>	<ul style="list-style-type: none"> <li>· Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources.</li> <li>· Use historical terms correctly.</li> </ul>	<ul style="list-style-type: none"> <li>· Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question.</li> <li>· Draw conclusions on what happened based on studying a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>· Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question.</li> <li>· Reach conclusions on what happened based on the study of a range of sources.</li> <li>· Reflect on enquiries and identify ways in which they could be improved or extended.</li> </ul>
<b>Uses sources/ evidence</b>	<ul style="list-style-type: none"> <li>· Explore and play with</li> </ul>	<ul style="list-style-type: none"> <li>· Identify now and then using</li> </ul>	<ul style="list-style-type: none"> <li>· Use pictures and photographs to</li> </ul>	<ul style="list-style-type: none"> <li>· Use a range of sources (eg</li> </ul>	<ul style="list-style-type: none"> <li>· Use a range of sources or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>· Understand that historical</li> </ul>	<ul style="list-style-type: none"> <li>· Accept, reject and comment on</li> </ul>	<ul style="list-style-type: none"> <li>· Draw together and analyse a wide range</li> </ul>

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	<p>photographs, accounts, stories, songs, artefacts from the past.</p>	<p>stories, photographs, characters, settings etc.</p>	<p>extract some information about the past.  <ul style="list-style-type: none"> <li>· Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).</li> </ul> </p>	<p>pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past.  <ul style="list-style-type: none"> <li>· Begin to piece together clues from a variety of different sources.</li> </ul> </p>	<p>(written, visual or oral) to learn more about the past.  <ul style="list-style-type: none"> <li>· Consider the range of sources available when we study different historical periods (eg. Why do we know much more about Ancient Egypt than the Iron Age?)</li> <li>· Look at two versions of the same event identifying how they are similar/different (Ancient Egypt-Ramesses II battle of Kadesh)</li> </ul> </p>	<p>knowledge comes from a range of sources.  <ul style="list-style-type: none"> <li>· Question the accuracy of modern depictions of historical events.</li> </ul> </p>	<p>how useful sources are when carrying out research.  <ul style="list-style-type: none"> <li>· Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</li> </ul> </p>	<p>of sources (both primary and secondary), sourcing these independently where appropriate.  <ul style="list-style-type: none"> <li>· Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.</li> </ul> </p>