



Kingsholm C of E Primary School and Nursery – History Progression Ladder

WHOLE SCHOOL HISTORICAL CONCEPT FOCUS - Settlements, Innovation (e.g. technology, art), Education, Local History (war and society in places)

Historical concepts and skills should be taught throughout each unit of knowledge(where possible all skills must be discreetly covered in every topic, where specific skills are clearly covered in a lesson they should be included in the LI's) ALL skills must be covered at least once within the academic year.

Please ensure you are aware of the end goals for each Key stage.

	Nursery	Reception	End Goals	Year 1	Year 2	End Goals	Year 3	Year 4	End Goals	Year 5	Year 6	End Goals
SKILLS/ CONCEPT												
Chronology	To talk about present events in their own lives and in the lives of family members. To know what they did in the past e.g. I went on holiday. Yesterday I went to the park To identify similarities and differences	To talk about past and present events in their own lives and in the lives of family members. To observe history within their own timeline To recognise old and new in order To describe similarities and differences	To talk about past and present events in their own lives and in the lives of family members. To observe history within their own timeline To recognise old and new in order To describe similarities and differences	To recognise that events happen in time order To identify past and present To describe old and new on a timeline To select and place images on a timeline in the correct order for the time period being studied To observe changes that have occurred in their own lives	To recognise that events happen in time order To identify first, second, third/ past and present To sequence and label people and events from the current study on a timeline To sequence and label people and events from prior learning on a timeline	To recognise that events happen in time order To identify first, second, third/ past and present To sequence and label people and events in order on a timeline To sequence and label people and events from prior learning on a timeline	To sequence and label past and present learning on a timeline (including dates) To summarise the narrative (including changes) within the time period being studied	To sequence and label past and present learning on a timeline (including dates) To summarise the narrative (including changes) across different time periods	To sequence and label past and present learning on a timeline (including dates) To summarise the narrative (including changes) within the time period being studied To summarise the narrative (including changes) across different time periods	To sequence and label past and present learning on a timeline (including explanations) To apply knowledge and understanding of the chronology of all history studied To critique the narratives across different time periods	To sequence and label past and present learning on a timeline (including explanations) To apply knowledge and understanding of the chronology of all history studied including World History To critique and hypothesise about the narratives across different time periods	To sequence and label past and present learning on a timeline (including explanations) To apply knowledge and understanding of the chronology of all history studied including World History To critique and hypothesise about the narratives across different time periods
Depth of Learning- explanations connections				Compare and contrast old and new on a timeline	<i>Explanations of the timeline</i> <i>Connections between year 1 and year 2. also connections between period studied in year groups in Summer term.</i>		<i>Connections between the narratives of different time periods</i>	<i>Explanations of passing of time, over various time periods</i>		<i>Explanations of passing of time</i> <i>Connections between period studied so far, ongoing chronology</i> <i>Connections between world and British history in overall timeline</i>	<i>Explanations of passing of time</i> <i>Connections between period studied so far, ongoing chronology</i> <i>Connections between World and British History in overall timeline</i>	
Use of sources and evidence (observations, reading, researching, analysing,	To observe their surroundings To use pictures and stories to talk about	To observe their surroundings and how things change over time	To investigate their surroundings and how things change over time (e.g. the seasons)	To ask simple questions about what they can see/want to find out	To ask simple questions about what they can see/want to find out	To ask simple questions about what they can see/want to find out	To compare and contrast a range of historical sources To select appropriate	To compare and contrast a range of historical sources and explain their significance	To compare and contrast a range of historical sources and explain their significance	To justify the use of certain historical sources to reach informed conclusions	To justify the use of a variety of historical sources to reach informed conclusions	To justify the use of a variety of historical sources to reach informed conclusions



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inferences, significance, asking questions)	things they recognise	To use pictures to talk about history in their own timeline To use pictures, stories, artefacts and accounts form the past and explain similarities and differences To compare characters from stories, including figures from the past	To use pictures to talk about history in their own timeline	To observe artefacts To identify artefacts/sources and to begin to answer simple questions (what, when, who) To observe images, videos and simple written sources to see how we learn about the past To describe the significance of historical evidence when learning about the past	To observe historical sources and artefacts To identify artefacts/sources to answer simple questions (what, when, who) To observe images, videos and simple written sources to see how we learn about the past To describe the significance of historical evidence when learning about the past	To observe historical sources and artefacts To identify artefacts/sources to answer simple questions (what, when, who) To observe images, videos and simple written sources to see how we learn about the past To describe the significance of historical evidence when learning about the past	historical sources, to describe the history being studied To demonstrate understanding of the significance of historical evidence	To use historical sources to speculate what was happening in a given time period To demonstrate understanding and explain the significance of historical evidence	To use historical sources to speculate what was happening in a given time period To demonstrate understanding and explain the significance of historical evidence	To make connections about the reliability of historical sources (depending on the historical time period being studied) To identify that some historical sources may contain varying viewpoints	To evaluate the reliability of historical sources (depending on the historical time period being studied) To explain that some historical sources contain varying viewpoints	To evaluate the reliability of historical sources (depending on the historical time period being studied) To explain that some historical sources contain varying viewpoints
Depth of Learning conjectures justifications manipulation connections reasoning				<i>Compare and contrast old and new using images/artefacts.</i>	<i>Provide reasons for old and new using images/artefacts.</i> <i>Make connections between experiences and facts</i>		<i>Justifications and reasoning to make inferences.</i>	<i>Justifications and reasoning to make inferences.</i> <i>Connections between experiences and facts</i> <i>Manipulating by selecting which source they need to give a certain point of view</i>		<i>Manipulating by building their own interpretation of history through chosen sources</i> <i>Conjectures when questioning history, something doesn't fit the trend/what we already thought</i>	<i>Manipulating by building their own interpretation of history through chosen sources</i> <i>Conjectures when questioning history, something doesn't fit the trend/what we already thought</i>	
Historical concepts (continuity, change, consequence, cause, similarities, differences)	To talk about similarities and differences between themselves and others	To talk about similarities and differences between themselves and others, and among families, communities and traditions	They know about similarities and differences between themselves and others, and among families, communities and traditions	To observe different time periods in history To recognise why people or events are significant (nationally or globally) To recognise aspects of change in national life (ie. how toys have changed in their living memory)	To describe what happened in a time period in relation to a certain aspect of history (e.g. education) To identify similarities and differences in two time periods To recall why people or events are significant (nationally or globally) To compare and contrast significant events or individuals from different time periods To describe key changes in a time period	To describe what happened in a time period To identify similarities and differences in two time periods To recall why people or events are significant (nationally or globally) To compare and contrast significant events or individuals from different time periods To describe key changes in a time period	To summarise continuity and change within a time period To explain the impact of a time period on certain aspects of Britain	To summarise continuity and change across different time periods (passing of time) To summarise the impact of difference time periods on Britain	To summarise continuity and change across different time periods (passing of time) To summarise the impact of difference time periods on Britain	To evaluate continuity and change across different time periods (passing of time)	To critique continuity and change across different time periods (passing of time)	To critique continuity and change across different time periods (passing of time)
Depth of Learning-complexity application				Categorise 2 events in the same time period	Application of knowledge in two units of study to compare and		Application of knowledge to discuss the changes between	Application of knowledge to discuss the changes between		Application of knowledge to discuss the changes between	Application of knowledge to discuss the changes between periods. Begin to	



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connections arguments				observing how they link	contrast two people and their impact Connections between 2 events in the same/contrasting time period but seeing how they link together		time periods. Begin to refer to the Importance of aspects of history. Connections between 2 events in the same time period	periods. Begin to refer to the Importance of aspects of history. Connections between events contrasting time period		periods. Begin to refer to the Importance of aspects of history. Arguments begin to build about how and why we know something in history	refer to the Importance of aspects of history. Arguments begin to build about how and why we know something in history	
Interpretations of history (own accounts of history: writing, verbal) (interpretations, bias, different accounts.)	To talk about similarities and differences between themselves and others	To talk about similarities and differences between themselves and others and how these have changed in their own timeline	To talk about similarities and differences between themselves and others and how these have changed in their own timeline	To use stories to learn about history To identify sources to learn what happened in the past	To describe why we use sources to learn about the past	To describe why we use sources to learn about the past	To speculate how history can be represented in different ways	To speculate and explain how history can be represented in different ways	To speculate and explain how history can be represented in different ways	To justify why history is represented in different ways and hypothesise as to why	To justify why history is represented in different ways and hypothesise as to why	To justify why history is represented in different ways and hypothesise as to why
Depth of Learning - arguments manipulations reasoning conjectures								Reasoning – understanding that there can be different views of the same event and begin to discuss why		Justification and being able to justify hypothesise about two different viewpoints in history.	Justification and being able to justify hypothesise about two different viewpoints in history.	
Vocabulary	<u>Chronology</u> Begin to introduce terms such as past and present, old and new <u>Sources and evidence</u> None <u>Historical concepts/Interpretation of history</u> None	<u>Chronology</u> timeline old new past present <u>Sources and evidence</u> None <u>Historical concepts/Interpretation of history</u> None	<u>Chronology</u> timeline old new past <u>Sources and evidence</u> None <u>Historical concepts/Interpretation of history</u> None	<u>Chronology</u> order time period <u>Sources and evidence</u> artefacts images documents (written evidence) historical evidence observations <u>Historical concepts/Interpretation of history</u> Importance (significance)	<u>Chronology</u> Period of history, chronological order, century (with reference to the monarchs studied) <u>Sources and evidence</u> archaeology archaeologist <u>Historical concepts/Interpretation of history</u> similarities differences connections (over different time periods) Compare Contrast	<u>Chronology</u> timeline, old, new, older, newer, order, past, present, Period of history, chronological order, Century <u>Sources and evidence</u> artefacts images documents (written evidence) historical evidence observations archaeology archaeologist <u>Historical concepts/Interpretation of history</u> significance similarities differences connections (over different time periods) compare	<u>Chronology</u> historical changes over time <u>Sources and evidence</u> significance <u>Historical concepts/Interpretation of history</u> continuity and change impact	<u>Chronology</u> None <u>Sources and evidence</u> None <u>Historical concepts/Interpretation of history</u> (no new vocab)	<u>Chronology</u> historical changes over time <u>Sources and evidence</u> significance <u>Historical concepts/Interpretation of history</u> continuity and change impact	<u>Chronology</u> Critique <u>Sources and evidence</u> reliability <u>Historical concepts/Interpretation of history</u> consequence trends hypothesise	<u>Chronology</u> None <u>Sources and evidence (no new vocab)</u> <u>Historical concepts/Interpretation of history</u> None	<u>Chronology</u> Critique <u>Sources and evidence</u> reliability <u>Historical concepts/Interpretation of history</u> consequence Trends hypothesise
KNOWLEDGE												
British History/Local History	Exploring the foundations of historical skills such as chronology and developing knowledge the children will begin	Exploring the foundations of historical skills such as chronology and developing knowledge the children will begin		AUTUMN: Toys (Including culture/diversity/backgrounds)	AUTUMN: The Industrial revolution and Gloucester Docks KEY QUESTION:		AUTUMN: Change in Britain from Stone age - Iron Age ENQUIRY QUESTION:	AUTUMN: Anglo Saxons ENQUIRY QUESTION: Who were the Anglo-Saxonx and		AUTUMN: embedding knowledge ENQUIRY QUESTION:	AUTUMN: WW2 ENQUIRY QUESTION Why did Britain have to go to war and what was life	



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	to make sense of their expanding world and their place within it through nurturing wonder, curiosity and exploration. The children remain at the centre of this as they use historical artefacts such as pictures and stories to explore their family, familiar people and objects.	to make sense of their expanding world and their place within it through nurturing wonder, curiosity and exploration. The children remain at the centre of this as they use historical artefacts such as pictures and stories to explore their family, familiar people and objects which in turns helps the children to learn, recognise and make connections about how culturally, socially, technologically and ecologically diverse our world is.		<u>ENQUIRY QUESTION:</u> Have children always had the same toys to play with? To describe what toys are like today (including toys from different cultures) To identify what our grandparents' toys were like and describe how we know To categorise if toys are old or new? To recognise what we can learn about the past from toys? SPRING 1st aeroplane flight, flight innovations (different pilots) <u>ENQUIRY QUESTION:</u> How have key people impacted the history of flight through innovation. To identify and describe what can fly To compare flight in the past with today To recognise the Wright Brothers and observe the impact of their innovation To investigate the first plane flight To investigate Amelia Earhart and her connection to flight To investigate Bessie Coleman and discover her connection to flight To recognise Frank Whittle and his impact on flight (local history study, Jet Engine invented in Gloucester) SUMMER Going to the seaside <u>ENQUIRY QUESTION:</u> How have holidays to the seaside	What happened during the Industrial revolution and what evidence can we observe in Gloucester? To recognise and describe what the Industrial revolution was To recall the impact of the Industrial revolution on the World To recall the impact of the Industrial revolution on Britain To describe the narrative of Gloucester Docks during the 1800s (cover across two lessons) To describe what life was like during the Industrial revolution SPRING The Great Fire of London SUMMER Castles <u>ENQUIRY QUESTION:</u> How have castles change over time? What was life like in a Norman castle? To observe how castles have changed over time. To describe the similarities and differences between castles from two different time periods. To identify how and why castles changed within the Norman time period. To identify key features of a Norman castle and describe why it was difficult to invade. To identify what life was like for rich people who lived		What changes are there in people's lives, settlements and innovation during the Stone Age, Bronze Age and Iron Age? To know when the Stone Age, Bronze Age and Iron Age were and place in chronological order on a timeline. To identify key changes in the way people lived from the Old Stone Age to New Stone Age. To discover how much life changed for people in the Stone Age as they started to farm. To investigate what Scare Bray tells us about life during the Stone Age. To describe key changes in the lives of people from the Stone Age to Bronze Age To summarise what life was like during the Bronze Age To summarise what life was like in during the Iron Age. <u>Connections to other curriculum areas:</u> Geography - the concept of settlement and being able to describe different types. SPRING Roman Empire and impact on Britain <u>ENQUIRY QUESTION:</u> Who were the Romans and why did they invade Britain? What were cities and towns like in Britain during the time of the Romans? To recall who the Romans were and when and where the Roman empire existed and how it expanded. To describe why the Romans invaded Europe and Britain (what	what was life like during Anglo-Saxon Britain? To demonstrate understanding as to why the Anglo-Saxons invaded Britain and analyse how can know where they settled? To summarise how Anglo-Saxon lives changed when Christianity came to Britain To recall how Britain was geographically and politically divided during Anglo Saxon Britain and identify the reasons for this (i.e. warfare) To explain what settlements were like during Anglo Saxon times To summarise who Aethelflaed was and identify her impact on society at the time. To evaluate how the Anglo-Saxons helped shape Britain SPRING To recall the chronology of the key time periods studied To compare and contrast education through time To explain who Robert Raikes was and his impact on Education To explain who Joan Cook was and her significance in Gloucester To observe time periods evident in Gloucester and understand their impact on the city		Who were the Vikings and how did they impact Britain? How did the Anglo Saxon and Viking struggle impact Britain? To investigate who the Vikings were and discover why they invaded Britain To summarise the similarities and differences between why the Anglo-Saxons and Vikings came to Britain To speculate why the Vikings had such a bad reputation To discover what we can learn about Viking settlements from the study of place name endings To summarise how the Saxons were able the see off the Viking threat? To make reasoned judgements of the impact King Alfred had on Britain. SPRING <u>ENQUIRY QUESTION:</u> What are the significant changes to settlements over time (case study Gloucester). To consider the changes in the city of Gloucester over time (dating back to the time of the Romans) – i.e., settlements To investigate the importance of Gloucester Docks in the history of Gloucester. SUMMER Unit 3 – Benin Enquiry Question: How was life during eighteenth century different in Benin and Britain?	like in Britain during World War 2? Who were the Kindertransport Children and what is their connection to Gloucester? To understand why Britain had to go to war To evaluate why it was necessary for children to be evacuated and summarise the relevance of the Kindertransport children in Gloucester. To use evidence to make informed judgements as to what life was like in Britain during WW2 SPRING <u>ENQUIRY QUESTION:</u> What are the reasons for refugees to Gloucester and migration to Gloucester over time and how are the reasons similar or different within the different time periods? (various reasons, e.g. social, political, economic, war) To discover the reasons people, flee their country (considering if these have changed over time e.g. political, social, economic). To investigate the history of early refugees and migrants in Gloucester (Roman s and Anglo Saxons) (Year 3 & 5 topics) To investigate the reasons for refugees and migrants in Gloucester during the Norman period and Medieval Gloucester (Jews) To investigate the reasons for refugees and	
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				changed over the last 100 years? To identify what is meant by the seaside and recognise what a seaside resort is like today To observe which seaside areas people visit today and explain why To describe what seaside resorts were like 100 years ago To recall how we know what seaside holidays were like 100 years ago To compare why people 100 years and today go to the seaside To describe how seaside holidays have changed within the last 100 years	inside a Norman Castle. To describe the different jobs in a Norman Castle.		was it about Britain specifically?) To speculate how the Romans kept control of such a vast empire To demonstrate understanding of what Roman cities and towns were like in Roman Britain To observe Roman Gloucester, describing what it was like and what remain today To summarise some of the key ways the Romans impacted Britain (innovation)			Why was Benin significant during Victorian Britain? <u>Knowledge</u> To justify why we should study Benin and where it fits in our chronology of British History. To evaluate what Benin was like during the eighteen century. To summarise the changes that took place when European settlers started trading with Benin. To make reasoned judgements on the links between Victorian Britain and Benin and to analyse the effect this had on the people of Benin. To make reasoned judgements as to whether the Benin Bronzes should be returned to Benin	migrants in Gloucester during the Tudor and Georgian and Stuart time periods. To investigate the reasons for migration to Gloucester during the 19th and 20th Century. To discover why the Belgium refugees came to the UK and why little is known about them today. To make comparisons to refugees today and consider if attitudes have changed.	
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SUMMER

Imbedding knowledge – Autumn and Spring ENQUIRY QUESTION:

What are some of the key changes in settlements from the Stone Age- Romans? What are some of the key innovations discovered in the Stone Age, Bronze Age, Iron Age and Roman time period and how did society change?

The following LI's should cover more than one lesson to enable the students to develop a depth of understanding.

To demonstrate understanding and summarise some of the significant changes over time from Stone Age - Romans, focussing on changes in settlements

To demonstrate understanding and summarise some of the key changes from the Stone Age - Romans focusing on innovation

To demonstrate understanding and summarise of the key changes to society from the Stone Age - Romans



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KNOWLEDGE Vocabulary (MUST SEE SKILLS VOCABULARY ON BREADTH MAP)				Autumn: Toys Culture Spring Flight Plane Hot air balloon Glider Aeroplane Passenger plane Jet Engine Innovation Key people Wright Brothers Amelia Earhart Bessie Coleman Frank Whittle Summer: Seaside Holiday Resort	Autumn: Castle Normans (Various time periods depending on choices for comparison) Invade Lifestyle Rich Poor Spring: Monarch Queen Elizabeth 1 Elizabethan England Queen Victoria Victorian Britain education British History Society Summer: Society Industrial revolution 1800s Gloucester Docks lifestyle		Autumn: Pre-history Stone Age Old Stone Age New Stone Age Bronze Age Iron Age settlements prehistoric BCE BC Spring: Romans Empire Invade Settlement Occupy Innovation Society Invade Control Citizen Glevum Summer: (recap of Autumn and Spring Vocabulary	Autumn: Anglo-Saxons Scots Settlements East Anglia Wessex Mercia Northumbria Christianity Pagan Aethelflaed Society Spring: (Autumn vocab) Vikings Invasions King Alfred		Autumn: Empire Control Slavery Spring: Gloucester Robert Raikes Settlements Gloucester Docks	Autumn/Spring: WW2 Evacuation Refugees Home front Enemies Allies Spring: Refugee Migrant Asylum seeker Economic migrant Plight Discrimination Social Economic Political	
World History	NA	NA		NA	NA		NA	SUMMER Benin (West Africa) ENQUIRY QUESTION: How was the life during 18th Century different in Benin and Britain? Why was Benin significant during Victorian Britain? To justify why we should study Benin and where it fits in our chronology of British History To evaluate what Benin was like during the 18th Century To summarise the changes that took place when European settlers started trading with Benin To make reasoned judgements on the links between Victorian Britain and Benin and analyse the effect		SUMMER Ancient Egypt ENQUIRY QUESTION: What were some of the achievements of Ancient Egyptian civilisation and how have impacted the Western world? MUST COVER To understand why we should study Ancient Egypt and where it fits in our chronology of British and World History To discover what sort of place Ancient Egypt was (i.e. settlements/society /innovation) To discover what some of the achievements of the Ancient Egyptians were and how they have impacted Britain To discover what Ancient Egypt had	SUMMER Ancient Greece ENQUIRY QUESTION: What was life in Ancient Greece like how have some of their achievements impacted the Western world? MUST COVER To understand why we should study Ancient Greece and where it fits in our Chronology of British and World History To discover what sort of place Ancient Greece was (i.e. settlements/society /innovation) To discover some of the achievements of Ancient Greece and how they have impacted Britain To discover what everyday life was	



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								this had on the people of Benin To make reasoned judgements as to whether Benin Bronzes should be returned to Benin		in common with other societies at the time To understand how people communicated in the Ancient world and compare to today To know about the opening of Tutankhamun's tomb	like in Ancient Greece (specifically Athens) To discover what life was like for women in Ancient Greece To understand what the Greeks did for Britain	
Vocabulary				NA	NA		NA	Benin West Africa Victorians Society Settlements Innovation Technology		Ancient Egypt Tutankhamun Settlements Innovation Technology Society	Ancient Greece Achievements Settlements Innovation Technology Society	

Chronology

Use of sources and evidence (observations, reading, researching, analysing, inferences, significance, asking questions)

Historical concepts (continuity, change, consequence, cause, similarities, differences)

Own accounts of history- verbal and written

Interpretation of history (bias, different accounts etc.)

Knowledge: in line with the overview of units to study

Could split it between:

- local progression
- British history progression
- World history progression