

Chilmark History Progression 2022-23

EYFS	<p>ELG Comm and language- listening, attention and understanding Begin to make sense of their own life-story and family's history</p> <p>ELG PSED Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG Understanding the world Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Vocabulary Old, new first, next, long time ago, when my parents were young</p>			
Year and unit of history	Knowledge	Vocabulary (Unit specific)	Vocabulary to be known by the end of the year	Skill/s
Year 1 Great Fire of London: Significant event beyond living memory	When/ where the fire was Names of individuals linked to the event Understand the causes of the widespread damage. Understand some consequences of the fire.	Samuel Pepys, 17th Century, Diary, Rebuilt, St Pauls Cathedral, King Charles II, River Thames, London, Fire Hook, Tower of London, Fire, Axe, Leather Water bucket	Recently, years, decades, centuries, yesterday, today, tomorrow, same, different, change	<p>Cause and consequence Can describe in simple terms the causes and/or consequences of the Great Fire of London, offering more than one example of its results.</p> <p>Historical enquiry Can gather information from simple sources. Can explain events and actions rather than just retell the story of the Great Fire of London.</p>
Year 1 Florence Nightingale / Mary Seacole: Significant Individuals	When they lived/where events took place.	Florence Nightingale, Mary Seacole, Crimea, Crimean War, sick, injured, soldiers,		<p>Significance Can recognise and talk about Florence Nightingale</p>

	<p>Know the main events in their lives.</p> <p>Understands that Florence's changes in hospitals had a wide and lasting impact.</p> <p>Whereas Mary's good work, whilst inspirational, was limited to aiding the sick or injured soldiers at the time.</p>	<p>similarities, differences, significance, hospitals, impact, inspiration, hygiene, nursing, profession, remarkable, remembered</p>		<p>and Mary Seacole as important e.g. in a simple historical account.</p> <p>Continuity and change</p> <p>Can talk about similarities and differences between Mary Seacole and Florence Nightingale</p>
Year 1 B				
<p>Year 1</p> <p>Toys: Changes within Living memory</p>	<p>Children will understand that toys have changed over even a relatively short period, mainly in terms of materials used to make them/ technology for powering/driving them.</p> <p>Children will see that their parents'/ grandparents' generations played active games or participated in more other outdoor activities than today.</p> <p>More difficult to grasp will be the idea that in the past most children probably had far fewer toys than children today.</p>	<p>old, new, past, times, investigate, real, photographs, interview, childhood, parents, grandparents, adults, similarities, differences, changes, new materials, new technology, safety, evidence, movement, appearance, popular, timeline, museum</p>	<p>Recently, years, decades, centuries, yesterday, today, tomorrow, same, different, change</p>	<p>Chronology</p> <p>Creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old/ new, then/ now.</p> <p>Change and continuity</p> <p>Can match old toys to people or situations from the past.</p> <p>Can describe how toys today differ from the past using simple historical vocabulary.</p> <p>Historical enquiry</p> <p>Can talk about similarities and differences between two or more historical sources using simple historical terms</p>
Year 1	When Mary lived.	Fossilised, ancient, extinct, ichthyosaur, achievements,		Historical enquiry

Mary Anning: Significant individual	<p>Know the main events in her life.</p> <p>Understand why Mary was not celebrated as widely as now during her lifetime.</p> <p>Understand that ideas about there being dinosaurs and other creatures existing before people were only just beginning to be developed.</p>	<p>recent, dinosaurs, Mary Anning, curiosities, fairness, Lyme Regis, beach, recognition, statue</p>		<p>Can retell Mary Anning's story story.</p> <p>Can gather information from simple sources.</p> <p>Change and continuity</p> <p>Can describe how some aspects of life differ Mary Anning's lifetime using simple historical vocabulary.</p>
Year 2				
<p>Year 2</p> <p>Change and Continuity in our local area</p>	<p>Know which buildings have been in Chilmark and Tisbury beyond and within living memory</p> <p>Know what the key characteristic features of our local area are and how these have changed over time</p> <p>Understand how the use of buildings and surrounding land has changed over time</p> <p>Know that the Train Station changed Tisbury</p> <p>Understand how transport and technology have changed within our local area</p>	<p>Tisbury History Society, Train Station, traffic, passengers, transport, Archibald Beckett, High Street, Victorian, buildings, steam engine, horse and cart, schools, jobs, ironmonger, wheelright, Post Office, factory, carpenter, Quarry, Ministry of Defence, Salisbury Cathedral, century, agriculture, farms, police, fire station, Chilmark, Salisbury</p>	<p>Past, present, future, important, events, era, artifacts, time order, primary and secondary sources, chronological, evidence</p>	<p>Characteristic features</p> <p>Recognises and describes, in simple terms, some characteristic features of a the local area beyond and within living memory</p> <p>Increasingly uses period specific language in explanation</p> <p>Change and continuity</p> <p>Can talk about similarities and differences not just between then and now but between then and another then.</p> <p>Historical Enquiry</p> <p>Can gather information from simple sources to ask and answer questions about the past in our local area</p>

				<p>Can explain events and actions rather than just retell the story</p> <p>Can describe in simple terms how sources reveal important information about the past of our local area.</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p>
<p>Year 2</p> <p>Significant Individuals over different periods (Queen Elizabeth I – Queen Victoria – Queen Elizabeth II)</p>	<p>Children will understand that Victoria and Elizabeth I's reigns were at different times in the past and that they and our Queen are related, although generations apart.</p> <p>Children will understand that communication (in terms of transport/spreading information and ideas) and how people lived changed hugely between the three Queen's reigns.</p> <p>Sees that people from Europe were beginning to explore the World in Elizabeth I's time and gains a notion that by Victoria's</p>	<p>Monarch/ monarchy, reign</p> <p>Royal regalia, crown, sceptre, orb, coronation, Empire, Commonwealth</p>		<p>Chronology</p> <p>Realises that historians use dates to describe events within each of the Queens' reigns.</p> <p>Uses phrases describing intervals of time e.g. before, after, at the same time etc.</p> <p>Characteristic features</p> <p>Recognises and describes, in simple terms some characteristics of each Queen and their reign.</p> <p>Increasingly uses topic specific language in explanations</p>

	reign Britain controlled lots of other countries (Empire).			
Year 3				
Year 3 Stone Age to Iron Age Britain	Knowledge of the types of resources peoples from the different ages could access. Knowledge of the skills people in the different ages developed to allow them to survive and thrive. What the main technological and agricultural developments were across the periods. Knowledge of changing religious practices or burial practices.	Neolithic, Bronze Age and Iron Age, metal, farming, discovery, change, continuity, discovery, interpretation, evidence, primary and secondary sources, archaeologists, natural materials, burial, historical interpretation, viewpoint, primary and secondary sources, navigation, archaeologists	Date, time period, ancient BC AD, ancestor, archaeologist, generation, pre historic, primary and secondary sources, evidence, chronological, Neolithic-Palaeolithic, civilization, Conquer, monarchy, legacy, beliefs, invasion, afterlife, social structure, empire	Characteristic features Can describe main features associated with the Stone Age, Bronze Age and Iron Age, mostly using period specific language. Interpretation Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.
Year 3 Stonehenge	Knowledge of the types of stone used to build Stonehenge and where they originated from Knowledge of the different interpretations about why Stonehenge was built Children will be able to explain what makes Stonehenge significant today	Neolithic, Bronze Age, Iron Age, metal, farming, discovery, change, continuity, discovery, interpretation, evidence, primary and secondary sources, archaeologists, natural materials, burial, historical interpretation, viewpoint, primary and secondary sources		Cause and consequence Can describe the causes and/or consequences of the construction of Stonehenge offering more than one example of these (based on interpretations) Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time). Can recognise differences between versions of the same event and can give a

				<p>simple explanation of why we might have more than one version.</p> <p>Historical enquiry</p> <p>Can describe in simple terms how sources reveal important information about the past.</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p>
<p>Year 3</p> <p>The Roman Empire and its impact on Britain</p>	<p>Dates of the Roman Empire/invasion of Britain</p> <p>Some idea of the size/ spread of the Roman Empire.</p> <p>Understands major changes made in Britain by the Romans, including what Romanization was.</p> <p>Knows some things that changed/ remained the same during and after the Roman occupation</p>	<p>Administration, Emperor, Procurator, Aqueduct, Empire, Pagan, Architecture, Forum, Province , Auxiliaries, Governor, Republic, Britons, Invasion, Revolt, Chieftain, Iron Age, Romanisation, Christian, Legion, Romano-Britons, Civilization, Neo-classical, Taxes, Classical, Pagan, Tribe, Conquest</p>		<p>Change and continuity</p> <p>Can describe some changes over the course of the time the Romans were in Britain and identify some things which stayed the same.</p> <p>Significance</p> <p>Understands that events, people and developments are considered significant if they resulted in change.</p>
Year 4				
<p>The Industrial Revolution</p>	<p>To know the key social, cultural, religious and ethnic diversities during the period studied</p> <p>To be able to explain what the Industrial Revolution was.</p>	<p>Victorian Era, Queen Victoria, Industry, technology, science, sources of energy, scale, engineering, Kingdom Brunel, Bristol</p>	<p>Exploration, rise and fall, hierarchy, bias, prejudice, oppression and rebellion, retreat, trading and raiding, interpretation</p>	<p>Continuity and Change</p> <p>Can give simple explanations with simple examples of why change happened during the Industrial Revolution.</p>

	To understand the key impacts of the Industrial Revolution.			<p>Understands that there is usually a combination of reasons for any change. Understands that changes do not impact everyone in the same way or at the same time.</p> <p>Cause and Consequence Can explain consequences of the Industrial Revolution in terms of immediate and longer term effects and/or that people were affected differently. Can link causes or explain that one cause might be linked to another making an event much more likely to happen.</p>
Ancient Greece	<p>Children know the meaning of legacy Children have an overview of aspects of greek life including politics, language, architecture (classical), sport, theatre and art, ideas and beliefs</p>	Influence, politics, language, architecture, democracy, Olympics, classical, ancient, legacy, citizen, Battle of Marathon and Thermopylae		<p>Characteristic features Can contrast Ancient Greece and make some significant links between civilisations/periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations studied</p> <p>Historical significance Can make judgements about historical significance of</p>

				<p>Ancient Greece against criteria.</p> <p>Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance.</p>
Year 5				
Ancient Egypt	<p>Children have an understanding of what Egyptian daily life was like</p> <p>Children know that not all representations of our Ancient Egypt are realistic. Particularly what we see portrayed in movies and films of great stories</p> <p>Children know that there is less archaeological evidence for the poorer members of society as they could not afford elaborate burials. Therefore less is known about them.</p> <p>Children have an understanding of the Egyptian beliefs about the afterlife.</p> <p>Children know the process and practices around Egyptian death, mummification and funerals.</p>	<p>Museum, Primary sources, secondary sources, interpretation, archaeological, Egyptian, Tutanankhamun, mummies, curses, excavation, status, surviving evidence, artistic conventions, Nebamun, pharaoh, Egypt, royal officials, hierarchy, afterlife, River Nile, society, agriculture, geography, underworld, mummification, afterlife, embalming, amulet, natron, scarab, canopic jar, book of the dead, ceremony, Duat, Gods, deceased, sarcophagus, scarab amulet, shabti,</p>	<p>Conquer, monarchy, legacy, beliefs, invasion, afterlife, social structure, empire</p>	<p>Characteristic features</p> <p>Can contrast Ancient Egypt and make some significant links between civilisations/periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations studied</p> <p>Historical Interpretation</p> <p>Understands that all history of Ancient Egypt is to some extent a construct (interpretation) and can identify a range of reasons for this.</p> <p>Understands that interpretations of Ancient Egypt can be questioned on the grounds of the range of evidence used to support them or due to the aims of</p>

				the creator of the interpretation.
The Mayans	When/ where the Mayan civilization existed and that it began centuries before the period they study and continued afterwards, and that Mayan people still live in the same parts of central America now. Knowledge of important aspects of the Mayan civilization and how some contrast with Britain: Mayans did not have metals (Stone Age culture) but had an advanced understanding of astronomy, mathematics etc.	Mayan civilization, culture, Europeans centuries, central America, lands, astronomy, pyramids/temples, misinterpretation, misunderstanding, sacrifice, collapse, partial collapse, archaeological research, artefacts, damaged, destroyed, archaeological evidence, momentous, merciless		Characteristic features Can contrast The Mayans and make some significant links between civilizations/ periods studied. Historical enquiry Can construct reasoned arguments about in Mayan Civilisation Historical interpretations Understands that the history of Mayan Civilisation is to some extent a construct (interpretation) and can identify a range of reasons for this.
Year 6				
British study that extends beyond 1066 – Magnificent Monarchs	Knows who the monarchs were and when they reigned. Has an overview of the events in each monarch's reign and understands how they affected the relative power of the monarch or parliament.	Monarch, power, parliament, relationship, government, reliable, unreliable, reign, King John, historical interpretation, Magna Carta, importance, James I, James VI, thistle and rose emblem, Queen Elizabeth I, Protestants, Catholics, English Reformation, Queen Anne, Tudors, Stuarts, Queen Victoria, majesty, Edward	Conquer, monarchy, legacy, beliefs, invasion, afterlife, social structure, empire, Exploration, rise and fall, hierarchy, bias, prejudice, oppression and rebellion, retreat, trading and raiding Ideology- Political (fascism, nationalism). religious (denomination) Cultural context, advocate, democracy, commemorate, birth-right,	Historical enquiry Can construct simple reasoned arguments about aspects of the Monarchs studied. Can explain with examples why a source might be unreliable.

		the Confessor, William the Confessor		
Viking and Anglo-Saxon conflict	<p>Pupils can identify sources that have contrasting views of the Vikings.</p> <p>Pupils grasp that our earliest written evidence comprises one-sided views of those who suffered at the hands of the Vikings during early raids</p> <p>Pupils understand that new discoveries can make us change our ideas about the past</p> <p>Pupils realise that the word 'Viking' means raider or looter, but that this applies mainly to the early years in Britain. Later, after about 850 AD, they settled</p>	<p>Vikings, raiders, native, reputation, historical interpretation, raids, looters, discoveries, boats, longboats, Scandinavia, stereotypical, axe, sword, armour, helmet, vessels, trade, knorrs, monasteries, Lindisfarne, Monks, reputation, Saxon, King Alfred</p>		<p>Historical Interpretation Can describe how different interpretations of the Vikings and Anglo-Saxons arise. Understands that historical understanding of the Vikings and Anglo-Saxons is continuously being revised; if we find new evidence we have to rewrite the past</p> <p>Characteristic features Can give simple explanations that not everyone in the past lived in the same way Consistently uses Viking and Anglo-Saxon period specific language in explanations</p>