



Ordsall Primary School Progression Map for History



		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Local and National History	I show an interest in different occupations.	I can talk about the lives of the people around me and their roles in society.	I can talk about some differences between modern day Retford and the past using photographs and pictures.	I can Robin Hood as a significant individual from my locality.	I know Stonehenge and Maiden Castle are significant Stone Age sites.	I understand the importance of the Mayflower and the Pilgrimage.	I can identify how Retford was given its name and the settlements of the Anglo Saxons in Retford.	I can identify Britain's part in WW2 and compare with that of WW1.
		I use a wider range of vocabulary. I can talk about what I see, using a wide vocabulary.	I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.	I know what life might have been like in Britain for my grandparents.	I am able to identify a famous landmark on a map in my locality including Clumber Park or Sherwood Forest.	I know which tools were used during the Stone Age period and for what purpose.	I can explain the link between the Mayflower and my locality.	I understand how St Columba and St Augustine spread Christianity through Britain.	I can explain which British Values were being fought for during WW2.
		I can understand 'why' questions.	I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	I know why the Great Fire of London happened.	I can name key British inventors and explorers through learning about Captain Cook, Tim Burners Lee or Sir Edmund Hilary.	I know why the Stone, Bronze and Iron age were given their respective names.	I can identify what life would have been like for a Victorian child in work, education and as an orphan.	I can identify King Offa, King Canute and Alfred The Great as Anglo Saxon Kings.	I understand the importance of women during ww2 through the Land Girls & Bletchley Park.
		I am beginning to make sense of my own life-story and family's history.	I can make comments about what I have heard and ask questions to clarify my understanding.	I can explain what life might have been like for people living through the Great Fire of London.	I am able to identify famous British women in History and what they did to make the world a better place, through learning about Mary Seacole, Florence Nightingale or Elizabeth I.	I know what people learnt from Stone Age paintings.	I am able to recall common items in a typical Victorian home including a washing dolly and chamber pot.	I identify some of the words derived from the Anglo Saxons which we use today including 'burgh' and 'ford'.	I can explain how the Home Front protected Britain.
		I talk about the differences I have experienced or seen in photos.	I participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.	Describe important events in modern history including jubilees & the coronation of a monarch.		I know what a typical day would have looked like for a Stone Age family.	I can find similarities and differences between a modern day and Victorian classroom.	I identify where and when the Vikings settled in Britain including the Viking city of Jorvik.	I am able to identify Neville Chamberlain and Winston Churchill as key political British figures.
						I can explain the changes in life for settlers during the Stone, Bronze and Iron Age.	I understand what life would have been like for soldiers, in the trenches and on the front line, during World War 1.	I can recall reasons as to why the Vikings invaded Britain.	I can explain the impact WW2 had on modern day Britain – both locally and nationally.
						I can explain the importance of the discovery of the Amesbury Archer.	I am able to explain Britain's part in WW1.	I can explain why the Viking ruling in Britain came to an end and the consequences of this on modern day Britain.	
						I understand how the Bronze and Iron age has impacted modern Britain.	I understand the impact WW1 had, locally and nationally, on modern day Britain.		



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Key National Curriculum Theme	History in the wider world	<p>I use a wider range of vocabulary. I can talk about what I see, using a wide vocabulary.</p> <p>I can understand 'why' questions.</p> <p>I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p>	<p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>I can make comments about what I have heard and ask questions to clarify my understanding.</p>	<p>I can take part in celebrating some festivals and commemorations which are celebrated across the world including Christmas, Black History Month or Chinese New Year.</p> <p>I know the name of a festival or commemoration which is celebrated around the world including Christmas, Black History Month or Chinese New Year.</p> <p>I can describe a festival or commemoration which is celebrated around the world including Christmas, Black History Month or Chinese New Year.</p>	<p>I understand the importance of some events beyond living memory which have had an impact globally including the first airplane flight, the creation of the world wide web.</p> <p>I can name some festivals and commemorations which are celebrated across the world including Christmas, Black History Month or Chinese New Year.</p> <p>I understand why we celebrate or commemorate some global events including Christmas, Black History Month or Chinese New Year.</p> <p>I can compare my life to lives of others in different periods of History through learning about Black History Month and Robin Hood.</p>	<p>I can name some of the achievements of the Ancient Egyptians including a writing system and architecture.</p> <p>I am able to explain the importance of the River Nile on Egyptian life.</p> <p>I can identify Tutankhamun and Cleopatra as key Egyptian figures.</p> <p>I am able to identify famous buildings and architecture from Ancient Egypt including the Pyramids or the Sphinx.</p> <p>I know some Egyptian Gods including Anubis, Isis or Horus.</p> <p>I know about the Ancient Egyptian's perspective of the Afterlife.</p>	<p>I can identify how the Romans changed the infrastructure of Britain.</p> <p>I can name Julius Caesar and Boudica and recall events in their respective lives.</p> <p>I can identify the names of Roman gods and goddesses including Mars, Venus or Jupiter.</p> <p>I understand what life would have been like for a typical Roman family.</p> <p>I can explain why the Romans came and left Britain.</p>	<p>I know why Mayan civilization is different to that of Britain's History.</p> <p>I can locate the Ancient Mayan key cities on a map and label them.</p> <p>I understand the Ancient Mayan rituals as part of their beliefs.</p> <p>I can explain what Ancient Mayan artefacts tell us including art work, pottery and architecture.</p> <p>I am able to explain the Ancient Mayan social hierarchy.</p>	<p>I understand how the Ancient Greeks influenced the modern world.</p> <p>I can explain the importance of the gods in Greek culture and identify the name of some. Including Zeus, Hercules or Hades.</p> <p>I am able to recall how the Olympics were created and the legacy left by early-Olympic games.</p> <p>I can compare the Ancient Greek era to another period of History from the curriculum.</p>



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Vocabulary	Past, present, local, community, Ordsall, Retford, home, street, jobs, classroom, different, same, soldiers, police officers,		<p>Fire, London, houses, city, Samuel Pepys, smoke, bread, buns, lane, leather buckets, axe, burning, bakery, cart, River Thames.</p> <p>Guy Fawkes, November, fireworks, gunpowder, plan, houses of Parliament, guard, King James.</p>	<p>Sherwood, Nottinghamshire, Major Oak, Robin Hood, Maid Marian, Merry Men, outlaw, forest, bow, arrow, rich, poor, legend, King John.</p> <p>Florence Nightingale, Mary Seacole, charity, care, Turkey, hospital, medal, lamp, hygiene, soldier, cleaning, injured, Crimean War.</p> <p>Wright Brothers, testing, aeroplanes, USA, glider, mountains, sea, ship, map, James Cook, Endeavour, Whitby, Resolution, navigator, sailor, Everest, Sir Edmund Hillary.</p>	<p>Cave painting, mammoth, Neolithic, hunter-gatherer, fur pelt, tools, spears, antler, Skara Brae, huts, flint, Stonehenge, Paleolithic, Mesolithic.</p> <p>Roundhouse, bronze, iron, metal, alloy, tribe, Celt, armor, weapons, bogs, hillforts, Amesbury Archer, bards, coins, druids.</p> <p>Pharaoh, tomb, pyramid, Sphinx, Tutankhamun, Howard Carter, River Nile, gods, goddesses, death mask, Anubis, Isis, canopic jar, plough, hieroglyphs.</p>	<p>Coliseum, amphitheater, aqueduct, mosaic, chariot, Rome, gladiator, Pantheon, Julius Caesar, Boudicca, Augustus, bath house, centurion, villa, toga.</p> <p>Queen Victoria, Prince Albert, workhouse, Industrial Revolution, washing dolly, writing slate and chalk, orphan, scullery maid, chamber pot, shilling, gruel, cane, carriage.</p> <p>The great war, zeppelin, trenches, conscription, Kaiser, allies, trench foot, shell shock, navy, air force, battleships, gas mask, tank, triple alliance, truce, Lord Kitchener, armistice.</p>	<p>Angles, Jutes, Saxons, Northumbria, Mercia, King Offa, Bayeux Tapestry, jewellery, cremation pot, Vortigern.</p> <p>Danelaw, fjords, Great Heathen Army, Jorvik, Lindisfarne, Alfred the Great, Longhouse, longboat, monastery, Scandinavia.</p> <p>Maize, Mesoamerica, Maya, Chichen Itza, temple, underworld, afterlife, codices, astronomy, monument.</p>	<p>Athens, chariot, lyre, mythology, Olympics Sculpture, Sparta Temple, Trojan war, tunic.</p> <p>Auschwitz, enemies Fascism, genocide Ghettos Holocaust human rights Judaism Nazism Star of David, United Nations, VE Day, concentration camps.</p> <p>Evacuation, Blitz, Bletchley Park, Homefront, rationing, Land Girls, air raids, Battle of Britain, D-Day, Victoria Cross</p>



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Key National Curriculum Theme	Chronology	<p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I use a wider range of vocabulary. I can talk about what I see, using a wide vocabulary.</p> <p>I am beginning to make sense of my own life-story and family's history.</p>	<p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p>	<p>I can order information based on what happens next in a series of events.</p> <p>I use phrases like old, new and a long time ago.</p> <p>I can use pictures to identify which person is older.</p> <p>I can order pictures of a person based on their age.</p>	<p>I use some key words and phrases including before, after, past, present, then and now.</p> <p>I can sequence significant events on a timeline chronologically within that period of History.</p> <p>I can order pictures chronologically around an identified theme including transport, technology and healthcare.</p>	<p>I can sequence key dates of events on a timeline from Ancient Egypt.</p> <p>I can confidently use some key words and phrases including before, after, past, present, then and now.</p> <p>I know that AD dates get larger as they get closer to the present day.</p> <p>I know that BC dates get smaller as they get closer to the present day.</p>	<p>I can memorize some dates of key events during Victorian period.</p> <p>I can sequence significant dates and events on a historical timeline with information about the event including inventions in the Victorian period.</p> <p>I can confidently use AD and BC dates and order them in chronological order.</p> <p>I can identify a given AD date and explain how many years ago this was.</p> <p>I can identify where periods of History, I am studying, appear on a timeline.</p>	<p>With support, I can draw my own timeline with key events of a period of History I am studying.</p> <p>I can sequence and make connections between extended periods of world history including the Mayans.</p> <p>I can identify a given AD and BC date and explain how many years ago, this was.</p> <p>I can identify the Date of an event that happened during a period of History I am studying.</p>	<p>I can articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>I can draw my own timeline and accurately measure where the key dates are on a timeline of a period of History I am studying.</p> <p>I am able to pick AD and BC dates and show the year difference.</p>
		Vocabulary	Today, yesterday, tomorrow, day, past, present, before, after.	Old, new, this week, next week, last week, year, month, grandparent's time, long ago, date, sequence, order, then.	new, next year, last year, next month, last month, ancient, modern, chronological order, timeline	BC, AD, century, decade, millennium, era, period, years later,	Pre 1066, In the.... Century/decade, time period,		



Play, Learn and Grow Together!

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Key National Curriculum Theme	Historical Concepts and abstract terms	<p>I use a wider range of vocabulary. I can talk about what I see, using a wide vocabulary.</p> <p>I can understand 'why' questions.</p> <p>I talk about the differences I have experienced or seen in photos.</p>	<p>I can talk about the lives of the people around me and their roles in society.</p> <p>I participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p>	<p>I can sort pictures and photographs into images from the past and in the present.</p> <p>I can match the word to the picture of a historical event, person or place.</p> <p>I can talk about one key event in the Great Fire of London.</p> <p>I can describe the changes over the last 100 years in one area including technology, transport or healthcare.</p> <p>I know what the job role is of a monarch.</p> <p>I can pick an event in my life and explain why it was important to me.</p>	<p>I can verbally use dates for some key events.</p> <p>I am able to talk about why we remember a certain event including the first successful flight or Remembrance Day.</p> <p>I can match up the word to a picture of a historical figure, building or event including Sir Edmund Hilary, Mary Seacole or the Major Oak.</p> <p>I can describe how an aspect of life has changed over the last 100 years and why this happened including technology, transport or healthcare.</p> <p>I can suggest new ideas about future technology, transport or healthcare.</p> <p>I know the different names of some roles in a hierarchy including a prime minister or monarch.</p> <p>I can name a monarch/key figure from the periods of History I have studied.</p>	<p>I can recall and explain, in detail, an event of a period of History that I have studied.</p> <p>I can verbally explain which event/discovery/monarch was the most important during a period of History that I have studied.</p> <p>I can summarise British History changed from the Stone Age through to the Iron Age.</p> <p>I can order the roles in a hierarchy of a past society including farmers, nobleman, monarchs in Ancient Egypt.</p> <p>I can identify the achievements of Tutankhamun or Cleopatra in Ancient Egypt.</p>	<p>I can compare life of a Roman child to my life.</p> <p>I can describe the changes of one aspect of history since the Victorian period including school life, home life and the life of an orphan.</p> <p>I understand the consequences of the Roman invasion on Britain.</p> <p>I am able to talk about why World War 1 happened.</p> <p>I can explain, in written form, which event/discovery/monarch was the most important during a period of History I am studying.</p> <p>I can ask and answer historical questions about changes and continuity over time.</p> <p>I can describe the hierarchy and different roles in the Roman era.</p> <p>I can describe the achievements of Queen Victoria.</p>	<p>I can find some similarities and differences between 2 periods of History I have studied.</p> <p>I understand the consequences the Battle of Hastings had on Britain.</p> <p>I can understand the reasons for the Anglo Saxons picking their time to invade Britain and comparing this to the Roman period.</p> <p>I can explain, in written form, which event/discovery/monarch was the most important during a period of History I am studying and give reasons as to why.</p> <p>I can describe how the Mayan civilization fell and compare this to another period of History I have studied.</p> <p>I can make informed responses about continuity and change over a period of time.</p> <p>I can describe the impact, significance and legacy of King Alfred.</p> <p>I can identify the problems in</p>	<p>I can compare and contrast 2 or more periods of History I have studied.</p> <p>I know about the main events of the rise of Nazi power in Germany and how/why this happened.</p> <p>I understand the causes of the Holocaust.</p> <p>I can identify the short- and long-term consequences of the Holocaust.</p> <p>I can rank which discovery/event/monarchy was the most important and least important in a period of History I've studied.</p> <p>I can identify the differences in leadership styles between monarchs/rulers in periods of History I have studied.</p> <p>I can describe the significance Winston Churchill, as a key political figure, in WW2.</p> <p>I can identify how a key political figure, Winston Churchill, contributed to a</p>
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							<p>encountered by King Alfred when trying to maintain power.</p> <p>I can describe the good and bad things King Alfred did as a reigning monarch and compare this to another monarch I have studied.</p>	<p>change in the course of History.</p> <p>I can speculate as to what might have happened in the event of a different outcome from the Nazi Germany invasion of Europe.</p>
Vocabulary	birthday, celebration, birth, remember, memory, toys, baby, child, adult, school, history.	Event, commemorate, home, church, town, city, country, technology, devices, electric, king, queen, job role, Christianity, local.	Inventor, invention, explorer, travel, traitor, survive, newspapers, cathedral, president, prime minister, monarchy, museum, nation, national, parliament, treason, monarch	Power, civilization, structure, beliefs, calendar, gods/goddesses, international, sacrifice, Citizen,	Innovation, legacy, conquer, social, empire, religious, democracy, colony, emperor, invasion, peasant, Pope,	Exploration, hierarchy, rebellion, retreat, political, agriculture, conquest, crusades, diversity, raiders,	Prejudice, oppression, ideologies, birthright, immigrant, migration, rural	



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Key National Curriculum Theme	Historical Enquiry	<p>I use a wider range of vocabulary.</p> <p>I can understand 'why' questions. I can talk about what I see, using a wide vocabulary.</p> <p>I am beginning to make sense of my own life-story and family's history.</p> <p>I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p>	<p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I can make comments about what I have heard and ask questions to clarify my understanding.</p> <p>I participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p>	<p>I can ask and answer questions verbally about old objects.</p> <p>I can use pictures or photographs to help me identify something about the past.</p> <p>I can identify the difference between a photograph and a picture.</p>	<p>I can write questions that interest me about the period of History.</p> <p>I can write down answers to questions about the period of History I am studying.</p> <p>Understand some of the ways that we find out about the past.</p> <p>I know that I can ask an older person questions to find out about the past.</p> <p>I understand that some things will provide me with evidence about the past including a photograph, a diary, an artefact.</p>	<p>I can use different sentence starters to write questions that interest me.</p> <p>I know that books and the internet can give us information about the past.</p> <p>I understand that some sources will provide me with evidence about the past.</p> <p>I can pick the best source of evidence to tell me something about the past.</p>	<p>I can use a range of sentence starters to write questions that interest me.</p> <p>I am able to independently pick a book or find a website to give me information about the past.</p> <p>I am able to identify the difference between primary and secondary sources.</p> <p>I know that some sources such as eye-witnesses might be more reliable than others.</p>	<p>I am able to formulate questions to further my learning and understanding.</p> <p>I can use a range of books and websites to give me information about the past.</p> <p>I can evaluate the reliability of some primary and secondary sources.</p> <p>I understand what a biased opinion means and why it may be used when questioning the reliability of sources.</p>	<p>I am able to confidently formulate questions to further my learning and understanding.</p> <p>I am able to identify the most appropriate website and book depending on the part of History I am learning about.</p> <p>I can evaluate the reliability of a source of evidence when bias is considered.</p> <p>I understand that there are different interpretations of an event and explain why this is.</p> <p>I can choose the most appropriate piece of primary and secondary evidence when explaining my views.</p>
		Vocabulary	Why, find out, research, picture, object, story, book, online, internet, computer,	Object, photograph, question, discover	Artefact, diary, account, evidence, information, internet.	Eye-witness, source of evidence, archaeology, archaeologist, believable.	Primary source, secondary source, reliable, enquiry, conclusion, point of view, excavation,	Bias, reliability, evaluate, perspective, interpretation, compare	Critical, hypothesise, analyse, propaganda, contrast