



Progression of History

	KNOWLEDGE	PERFORMANCE OF SKILLS
Nursery	• Begin to make sense of their own life-story and family's history. • Remembers and talks about significant events in their own experiences. • Recognises and describes special times or events for family or friends.	• Enjoy joining in with family customs and routines. • Know that they were a baby. • Know how their abilities have changed since they were a baby. • Understanding the passing of time using the calendar. • Celebration of birthdays. • Understanding the passing of a year in seasons (links to science).
EYFS	Understanding the world around me and what is past and present	• Talk about members of their immediate family and community e.g. share details of their family, ask questions, comment on pictures of their families and families in story books. • Name and describe people who are familiar to them e.g. members of the community, such as the police, fire service, doctors, and teachers. Children to share about their own experiences. • Comment on images of familiar situations in the past e.g. pictures, stories, artefacts and accounts from the past, explaining similarities and differences – transport, schools, homes. Children might talk about experiences familiar to them to identify differences to the past. Begin to organise events using basic chronology to before they were born. • Compare and contrast characters from stories including figures from the past e.g. share songs, poems, puppets, fictional/non-fictional texts, images, oral stories from different cultures and times that help children develop the idea of past and present. Discuss common themes from stories, such as bravery, difficult choices, kindness and make links with children's own experiences with these themes. • Identify main events of a story and retell in basic chronological order.



CYCLE A		
Years 1 and 2	Unit: Gunpowder Plot and Great Fire of London (events beyond living memory that are significant nationally)	All children (WTS) - Be able to tell the main events of the story of the Gunpowder Plot and the Great Fire of London - Use common words and phrases relating to the passing of time. Most children (EXS) - Use some key vocabulary to retell two significant historical events - Can place the two events on a timeline in the correct chronological order - Identify the similarities and differences between the way people lived in the 17th Century in comparison to now - Use images to find out about the past Some children (GDS) - Use a wide range of vocabulary to retell two significant historical events - Begin to understand how we find out about the past - Explain why they think The Great Fire of London and The Gunpowder Plot should be remembered as significant in history.
	Key Vocabulary Houses of Parliament, London, capital city, significant event, chronological order	
	Prior knowledge - Know how to break stories into key parts - Comment on images from the past - Identify main characters from stories	
	- Know the main story of two significant events in British history - Know how the Gunpowder Plot is remembered in modern day events - Know which event came first - Know what life was like in the 17th Century (fire brigade, no electricity, building types and clothing) - Know how to identify different objects through pictures from the past - Know where to place these significant events on a chronological timeline with previous historical learning.	
	Unit: Queen Elizabeth and Queen Victoria (the lives of significant individuals in the past)	All children (WTS) - Explain the meaning of some key vocabulary - Identify the two significant individuals - Tell the main story of both individuals Most children (EXS) - Use key vocabulary to explain key events in the reigns of two significant monarchs - Can place two British monarchs on a timeline in the correct chronological order - Identify similarities and differences between the two monarchs - Identify the similarities and differences between the way people lived in the 16th and 19th Century in comparison to now. Some children (GDS) - Draw comparisons between the reigns of two monarchs using key historical vocabulary - Explain why they think Queen Elizabeth I and Queen Victoria should be remembered as significant individuals in history
	Key Vocabulary British monarch, United Kingdom, reign, royalty, rule, significant individual, chronological order	
	Prior knowledge - Know common words and phrases relating to the passing of time - Know which countries are part of the United Kingdom - Know how to break stories into key parts - Know how chronology is shown on a timeline	
	- Know what a monarch is - Know the main events of the reigns of Queen Elizabeth I and Queen Victoria - Know which monarch came first and where they fit on a timeline - Know what life was like in the 16th and 19th century - Know the impact of the reigns of two monarchs on society - Know where to place these significant individuals on a chronological timeline with	



	previous historical learning.	Draw links between past and modern British monarchs
	Unit: Emily Davison and Rosa Parks (Change in national life) Key Vocabulary Women's Rights, suffragette, vote, activist, civil rights movement, boycott, racial segregation, significant individual, chronological order Prior knowledge - Know common words and phrases relating to the passing of time - Know how to break stories into key parts - Know how chronology is shown on a timeline - Know how to find differences and similarities - Know who Emily Davison and Rosa Parks were - Know the main events of the lives of Emily Davison and Rosa Parks - Know what society was like in the early 20th Century for minority groups (BAME and women) - Know where to place these significant individuals on a chronological timeline with previous historical learning.	All children (WTS) - Explain the meaning of some key vocabulary - Identify the two significant individuals - Tell the main story of both individuals Most children (EXS) - Understand the meaning of key vocabulary and use it to explain historical events - Can place two significant historical figures on a timeline in the correct chronological order - Identify differences between modern society and past societies (pre-early 20th Century) - Explain the impact on society of these significant historical individuals Some children (GDS) - Explain why Rosa Parks and Emily Davison should be remembered as significant in history. - Start to see the progression of history over the course of a year's timeline.
CYCLE B		
	Unit: Mary Seacole, Florence Nightingale and Edith Carell (the lives of significant individuals in the past) Key Vocabulary nurse, Crimean War, World War I, century, chronological order, significant individual Prior knowledge - Know how to break stories into key parts - Comment on images from the past - Identify main characters from stories - Know who Mary Seacole, Florence Nightingale and Edith Carell were - Know the main events of their lives - Know a brief background of the Crimean War and World War I for context - Know what society was like towards the end of the 19th Century and beginning of the 20th Century - Know where to place these significant individuals on a chronological timeline with previous historical learning.	All children (WTS) - Identify the three significant figures - Explain the meaning of some key vocabulary - Tell the main story of each individual - Use common words and phrases relating to the passing of time. Most children (EXS) - Use some key vocabulary to retell the lives of significant historical individuals - Can place three significant historical figures on a timeline in the correct chronological order - Can make links between the three significant figures - Explain why their roles were so important in society at the time - Use historical sources to find out about the past Some children (GDS) - Begin to understand how we find out about the past - Begin to make comparisons to modern



		day nursing
	Unit: Around the World and beyond (events beyond living memory that are significant globally) – Christopher Columbus, Wright Brothers and Neil Armstrong Key Vocabulary Explorer, The Americas, Space Race, astronaut, international, significant, achievement, invent. Prior knowledge - Know common words and phrases relating to the passing of time - Understanding of the seven continents of the world - Know how chronology is shown on a timeline - Impact of key individuals and events on a national/international scale	All children (WTS) - Identify the historical achievements of significant individuals - Identify the chronological order of three international achievements Most children (EXS) - Use and understand meaning of key vocabulary - Can place three significant historical figures and events on a timeline in the correct chronological order - Draw comparisons between aspects of life in different periods – contrast of equipment, tools, science etc. Some children (GDS) - Use historical sources to explain life in different time periods - Reflect on the impact of these discoveries and engineering on our world today - <i>What would the world be like without them?</i>
	Unit: Discovering my local area – Didcot, Great Western Railway Key Vocabulary Didcot, railway, Great Western, steam engine, Isambard Kingdom Brunel, chronological, local Prior knowledge - Impact of key individuals and events on a national/international scale - Location of school, surrounding towns and villages (geography link)	All children (WTS) - Know the origins of the Great Western Railway by Isambard Kingdom Brunel - Recognise what a place would have been like when their parents/grandparents were young - Reflect on what it might have been like to live in their place when their parents/grandparents were young Most children (EXS) - Identify features they can see in today which would not have been there when their parents/grandparents were young - Identify key differences between now and then – use of past maps - Use historical sources to explain life in different time periods Some children (GDS) - Know how the last 75 years has influenced why their place is how it is today



		- Explain how local significant events are remembered in their area (Didcot Railway Centre) - Start to see the progression of history over the course of a year's timeline.
CYCLE A		
Years 3 and 4	Unit: Ancient Maya (non-European society: contrast with British history)	All children (WTS) - understand that history is different in different cultures - explain some of the ways that Ancient Maya is different to British culture - Identify some of the key aspects of Ancient Maya society e.g. religion, Pok-a-Tok and food. Most children (EXS) - understand the difference between BC and AD on a timeline - can place an ancient civilisation on a timeline - begin to draw similarities and differences between a non-European society and British history - locate where the Ancient Maya lived on a world map (geography link) - use historical sources to identify what life was like in society, religion, writing. Some children (GDS) - reflect on the impact of a non-European society on the modern world e.g. calendars
	Key Vocabulary Pakal the Great, temple, sacrifice, Pok-a-Tok, codex, hieroglyphs, jade, ancient civilisation	
	Prior knowledge - understand chronological order - can retell significant historical events - can recall the lives of significant historical figures - use map skills to locate areas on a world map (geography link) - able to identify similarities and differences between two events	
	- Know who the Ancient Maya were - Know the main aspects of Ancient Mayan life - Know when a non-European society would appear on a timeline - Share some of the stories which shaped Ancient Maya e.g. creation myth - Know where to place Ancient Maya on a chronological timeline with previous historical learning.	
	Unit over two terms: Stone Age, Bronze Age and Iron Age (changes in Britain)	All children (WTS) - Understand how life has changed since these time periods - Identify chronology of Stone Age, Bronze Age and Iron Age - Identify key historical landmarks Most children (EXS) - Explain uses of key historical landmarks (Stonehenge and Uffington hill fort – local area) - Understand why these time periods have their names - Can place three significant time periods on a timeline in the correct chronological order - Use the work of historians about ancient artefacts and sources to identify what society was like - Explain why hill forts were built in the Bronze and Iron Age
	Key Vocabulary Artefacts, invasion, hill fort, archaeology, flint tools, Mesolithic, Palaeolithic, Neolithic	
	Prior knowledge - understanding of significant events and individuals in recent British history - knowledge of an ancient civilisation in a non-European society - understand chronological order	
	- Know what life was like in the Stone, Bronze and Iron Age - Know changes in Britain during the time period - Understand key historical landmarks e.g. Stonehenge, Uffington hill fort - Know some of the key inventions during these time periods - Know the difference between BC and AD	



	Know where to place Stone, Bronze and Iron Age on a chronological timeline with previous historical learning.	Some children (GDS) - Begin to discuss the impact of these time periods on modern day e.g. inventions of fire in Stone Age, tools and weapons in Bronze Age and swords and potter's wheel in Iron Age - Compare and contrast between the three time periods. - Draw links between the progression of history over the course of a year's timeline and from KS1.

CYCLE B

	Unit: Ancient Roman Empire Key Vocabulary invasion, Empire, Emperor, rebellion, ancient, Roman Britain Prior knowledge - understand chronological order - can retell significant historical events - can recall the lives of significant historical figures - use map skills to locate areas on a world map (geography link) - able to identify similarities and differences between two events	All children (WTS) - explain some ways that Roman Britain is different to modern society - identify key figures in Roman Britain (Julius Caesar and Boudicca) Most children (EXS) - understand the difference between BC and AD - identify the impact of Roman Britain on modern society - can place an ancient civilisation on a chronological timeline - use historical sources to identify what life was like in society e.g. religion, writing, towns. - Explain who Julius Caesar, Claudius and Boudicca were Some children (GDS) - can begin to explain why Julius Caesar was successful - explain why Julius Caesar wanted to invade Britain.
	Unit: Vikings/Anglo-Saxons Key Vocabulary invasion, Sutton Hoo, burial, Bayeux tapestry, runes, long boat, warrior, Anglo-Saxon, Viking. Prior knowledge understanding of significant events and	All children (WTS) - Locate where the Anglo-Saxons and Vikings are on a chronological timeline - Start to see how AD and BC works Most children (EXS)



	individuals in recent British history • knowledge of the Roman Empire’s impact on Britain • understand chronological order and the difference between BC and AD	• Identify where the Anglo-Saxons and Vikings came from before they invaded Britain • Understand the role of Alfred the Great (local area link) within this time period • Use the work of historians, ancient artefacts and sources to identify what society was like at the time • Discuss key figures during this time period and identify their role in resistance • Examine the discovery of Sutton Hoo Some children (GDS) • Can explain why the Anglo-Saxons and Vikings wanted to invade and settled in Britain • Explain the impact of the Anglo-Saxons and Vikings on Britain e.g. language • Explain how the discovery of Sutton Hoo impacted historians understanding of Anglo-Saxons’ burial rites • Give ideas about what Britain would have been like if leaders hadn’t resisted the Vikings’ invasion.
	Unit: Discovering my local area - Oxford Castle Key Vocabulary Oxford Castle, keep, defence, motte-and-bailey, mound, prison, crime and punishment Prior knowledge • KS1 ‘Discovering my local area’ – focussing on changes within family’s lifetime and significant local events (evolution of Great Western Railway) and its national impact. • Stone, Iron, Bronze Age (Cycle A) Roman Empire, Anglo Saxon and Viking era (Cycle B) - British invasions • Map work to locate Oxford in relation to Chilton (geography link)	All children (WTS) • Explain their locality’s story through the history of Oxford Castle • Understand how land was used as a form of defence in Oxford city Most children (EXS) • Use evidence of past times in own locality to show changes over time within society • Explain why William the Conqueror built Oxford Castle • Explain changes in social history, such as crime and punishment within the locality Some children (GDS) • Recognise historical eras being referred to on a chronological timeline. • Explain the impact of Oxford Castle and what the city might look like without its’ history • Reflect on how Oxford Castle is still of special national interest within the local area. • Draw links between the progression of history over the course of a year’s timeline and from KS1.
CYCLE A		
Years 5 and 6	Unit: Ancient Greece (Ancient Civilisation – influence on the western world)	All children (WTS)



	Key Vocabulary Olympics, myth, empire, Athens, temple, Sparta, polytheism, democracy, mythology Prior knowledge • understanding of ancient civilisations (European and non-European) in LKS2 • understand chronological order and the difference between BC and AD • knowledge of key historical figures and events in KS1 • locating countries on a world map (geography link) • Know some of the Ancient Greek achievements and how they influenced the western world e.g. Olympics, medicine, architecture and the introduction of democracy • Know key figures from Ancient Greece • Understand what society was like in Ancient Greece e.g. religion, mythology, theatre and literature • Know where to place Ancient Greece on a chronological timeline with previous historical learning	• Locate Ancient Greece on a timeline in chronological order • Discuss what life was like in Ancient Greece • Locate Greece on a world map (geography link) • Identify some similarities and differences with the modern world Most children (EXS) • Draw upon their previous historical knowledge and compare Ancient Greece with other historical time periods and modern times e.g. democracy • Identify the role of religion, mythology, theatre and literature in society and its impact on daily life • Recognise how the Olympics has evolved to the modern day • Understand who had key roles across Ancient Greek life e.g. Homer and Agis IV • Identify Ancient Greece's legacy on the western world e.g. democracy, Olympics, medicine and architecture Some children (GDS) • Use historical sources to support historians understanding of what Ancient Greek culture was like • Explain the impact of Ancient Greece on the modern world – <i>What would the world be like today without Ancient Greece's achievements?</i>
	Unit: World War II (British history beyond 1066 and significant turning point in history: Battle of Britain) Key Vocabulary air raid shelter, Battle of Britain, evacuee, ration, front line, land girl, propaganda Prior knowledge • annual Remembrance Day commemorations in school in Winter Term • knowledge of invasions within ancient British history (LKS2) and why rulers seek a larger empire • Know how World War II is remembered in modern day events • Know the significance of victory for Britain in World War II • Know who the key leaders in World War II	All children (WTS) • Understand why World War II began and ended • Locate World War II on a chronological timeline • Identify how life changed for the public during World War II e.g. rationing, evacuees, air raids, role of women/men • Reflect on the changes in society post war e.g. role of women Most children (EXS) • Know significant events in World War II e.g. Bletchley Park and Battle of Britain and how these were a turning point in British history • Identify different roles in the war effort e.g. women, Queen Elizabeth II



	were e.g. Winston Churchill and Adolf Hitler - Know how life changed during this time period - Know when World War II happened by placing it on a chronological timeline with previous historical learning.	- Understand how Winston Churchill kept morale positive and its impact on the war effort e.g. propaganda and speeches - Examine historical artefacts to give a better understanding of what life was like - Identify changes in local land use during war effort e.g. RAF airbase in Chilton/Harwell Some children (GDS) - Can speculate what life would be like if Britain was not victorious in World War II - Identify the long-term impacts post-war.
	Unit: Windrush (British history beyond 1066) Key Vocabulary Windrush, British Empire, Caribbean, immigrants, Britain, racist segregation, citizen, residence, generation Prior knowledge - Understanding of World War II and its impact on society at the time - Multicultural Britain through British Values in RSHE (Jigsaw) - Knowledge of empires through ancient civilisations (European and non-European) in LKS2 - Rosa Parks (international achievement and significant individual) in KS1 - Know how Windrush is commemorated in modern day events - Know links with post war Britain and ongoing impacts of World War II - Know why people immigrated to Britain post-war - Know the chronology of the Windrush movement in modern history on a timeline	All children (WTS) - Understand that the Windrush movement took place after World War II - Begin to identify the long-term impacts of World War II on Britain - Know that Caribbean immigrants travelled on The Windrush to Britain Most children (EXS) - Understand what the British Empire looked like - Begin to compare life in Britain and the Caribbean post-war - Understand why people wanted to immigrate to Britain - Use the accounts of immigrants to explain what life was like Some children (GDS) - Understand the impact of the British Empire in the 1940s and 1950s - Explain how society has developed pre, during and post-World War II - Begin to understand how the Windrush generation were treated in 2018 in the Windrush scandal - Embed links between the progression of history over the course of a year's timeline, from LKS2 and KS1.
CYCLE B		
	Unit: Ancient Egypt (early civilisation) Key Vocabulary Hieroglyphic, pyramid, pharaoh, afterlife, papyrus, civilisation, mummification, artefacts Prior knowledge - understanding of ancient civilisations (European and non-European) in LKS2 - understand chronological order and the	All children (WTS) - Locate Egypt on a world map (geography link) - Locate Ancient Egypt on a timeline in chronological order with other ancient civilisations and key historical events - Discuss what life was like in Ancient Egypt e.g. burial rites, use of hieroglyphs



	- difference between BC and AD - knowledge of key historical figures and events in KS1 - locating countries on a world map (geography link)	Examine Ancient Egyptian artefacts to understand what life was like
	- Know some of the Ancient Egyptian achievements and how they influenced the western world e.g. using alphabetic code, 12 month lunar calendar, toothbrush/toothpaste, domesticating cats. - Know key figures from Ancient Egypt e.g. Cleopatra, Tutankhamun and Hatshepsut - Understand what Ancient Egyptian life was like - Know some similarities and differences between Ancient Egypt and other ancient civilisations e.g. Ancient Greece and Ancient Maya - Know where to place Ancient Egypt on a chronological timeline with previous historical learning.	Most children (EXS) - Draw upon their prior knowledge and identify similarities and differences between European ancient civilisations (Ancient Greece/Rome) - Identify some similarities and differences with the modern world - Use ancient artefacts as evidence to explain what Ancient Egyptian society was like - Identify the achievements of Ancient Egypt. Some children (GDS) - Explain the impact of Ancient Egypt on the modern world – <i>What would the world be like today without Ancient Egypt's achievements?</i> - Begin to compare and contrast rulers of Ancient Egypt with British rulers (link with prior learning in KS1).
	Unit: Benin – West Africa (non-European society: contrast with British history) Key Vocabulary Kingdom, West Africa, Edo people, Benin, Asante, Ife, sculpture, modern Nigeria, empire, trade Prior knowledge - Know ancient civilisations throughout KS2 and British history - Know the differences in rulers' styles from around the world - Know other non-European societies (Ancient Maya) during same time period (AD 900) - Know British history from Stone Age – Windrush (journey across KS2)	All children (WTS) - Locate Ancient Benin (modern Nigeria) on a world map (geography link) - Locate Ancient Benin on a timeline in chronological order with other ancient civilisations and key historical events - Discuss what life was like e.g. trade, religion, hierarchy of society Most children (EXS) - Explore ancient Benin art and artefacts to understand more about Benin culture - Understand how Benin started and how it was ruled - Identify some similarities and differences within society from British history learnt in KS2 Some children (GDS) - Draw comparisons to how bronze was used as a resource in Ancient Benin to the Bronze Age in British History - Begin to draw comparisons to Ancient Benin rulers with British rulers from across KS1/2 - Understand and give reasons for why Benin came to an end and how it became part of the British Empire.
	Unit: Discovering my local area – Pitt Rivers Museum, Oxford Key Vocabulary	All children (WTS) Know the importance of Augustus Pitt



	Pitt Rivers Museum, Oxford, Augustus Pitt Rivers, locality, museum, artefacts	
	Prior knowledge • KS1 'Discovering my local area' – focussing on changes within family's lifetime and significant local events (evolution of Great Western Railway) and its national impact. • LKS2 units on 'Discovering my Local Area – Oxford Castle' • Map work to locate Pitt Rivers Museum, Oxford in relation to Chilton (geography link)	Rivers to the local area • Explain the locality's story through the history of the Pitt Rivers Museum Most children (EXS) • Explain how the Pitt Rivers Museum is special to our locality • Use evidence of past times in own locality to show changes over time within society Some children (GDS) • Reflect on how the Pitt Rivers Museum is still of special national interest within the local area • Recognise historical eras being referred to on chronological timeline • Embed links between the progression of history over the course of a year's timeline, from LKS2 and KS1.
	• Know who Augustus Pitt Rivers is and recognise his impact on a local scale • Know why the Pitt Rivers Museum was built • Know how evidence shows us changes within our locality's history • Know how displayed artefacts impact our understanding of history from across the world • Know that the Pitt Rivers Museum is still of special national interest.	