

History small steps progression

KS1	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and difference	Historical significance
<b>Toys: Past and Present</b>	I can label timelines with words such as: past, present, older and newer. I can recount changed that have occurred in my own life.	I can look at sources and ask: "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed overtime.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.
<b>Vocabulary:</b>	Before, after, past, present, old, new, then, now, today, modern, timeline, different, same, favourite.					
<b>George Stephenson</b>	I can place events from George Stephenson's life in the correct order.	I can observe pictorial evidence and ask questions to find out answers about the past.	I can discuss how George Stephenson's invention influenced the development of railways.	I can describe changes in transportation after the invention of George Stephenson's locomotives.	I can discuss similarities and differences between George Stephenson's locomotives. I can compare locomotives to modern day train transport.	I can explain why George Stephenson is an important person (generally and in reference to locality).
<b>Vocabulary:</b>	George Stephenson, railways, significant, transport, past, present, before, after, modern, locomotive, engineer, change, North East.					
<b>Kings and Queens</b>	I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.	I can begin to explain why monarchs built castles and what the consequences of the actions were.	I can describe changes and historical events.	I can compare the similarities and differences between monarchs.	I can discuss key events of a significant queen's life.
<b>Vocabulary:</b>	King, queen, reign, monarch, coronation, before, past, present, Buckingham Palace, Windsor Castle, Queen Elizabeth I, Queen Victoria I, significant, change, continuity, different.					
<b>Explorers</b>	I can place explorative events on a timeline.	I can use evidence of explorers lives to ask questions about the past.	I can discuss the causes of exploring and what we found out from exploration.	I can describe changes over a period of time.	I can use pictures and stories to find out about the past and compare different explorations.	I can name significant explorers from the past.
<b>Vocabulary:</b>	Explore, explorer, exploration, significant, astronaut, oceanographer, mountaineer, before, after, past, present, monument, same, different, change, continuity, then, now.					
<b>The Great Fire of London</b>	I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21 <sup>st</sup> century.	I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name a monarch.
<b>Vocabulary:</b>	Evidence, artefact, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St. Paul's Cathedral, chronological order, timeline.					

<b>Grace Darling</b>	I can place events from Grace Darling's life in the correct order on a timeline.	I can listen to stories about Grace Darling and explain what I think happened based on the evidence.	I can discuss the consequences of Grace Darling's bravery and how it affected her and others.	I can describe how sea safety changed after Grace Darling's heroic act. I can discuss how Grace Darling's actions highlighted the continuing crucial role of lighthouses.	I can discuss how Grace Darling's story is similar or different from other stories of bravery.	I can explain why Grace Darling is an important person in national and local history.
<b>Vocabulary:</b>	Grace Darling, significant, before, after, then, now, past, present, safety, lighthouse, bravery, society, modern-day, Northumberland, consequence, heroic, national.					

LKS2	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and difference	Historical significance
<b>Stone Age to the Iron Age</b>	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. I can use BC.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources. I can explain how we find prehistoric evidence.	I can suggest and evaluate causes and consequences of the main events within prehistory such as agriculture, mining and migration, and use evidence to support my answers.	I can explain the concept of change over a long period of history, and represent this with evidence.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	I can suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.
<b>Vocabulary:</b>	Stone Age, Bronze Age, Iron Age, Mesolithic, Neolithic, Palaeolithic, archaeologist, excavation, continuity, remains, migrate, preserve, agriculture, domestication, significant, mine, ore, alloy, beaker, burial, construct, settlement.					
<b>Romans</b>	I can place events, artefacts and historical figures on a timeline. I can use BC.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded.	I can begin to explain the concept of change over time, when the Romans arrived in Britain	I can begin to describe the social, ethnic, cultural and religious diversity of the past. I can begin to describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	I can suggest suitable sources of evidence to find out about and can discuss the importance of people and events in time.
<b>Vocabulary:</b>	Archer, infantry, fleet, annex, military alliance, legion, emperor, empire, peninsula, tactic, settlement, kingdom, revolt, occupation, outnumber, governor, conquer, fort, defences, civil war, Julius Caesar, Augustus.					
<b>Mining</b>	I can place key events relating to mining in the North East in the correct order. I can use AD.	I can suggest suitable sources of evidence for historical enquiries. I can begin to discuss the reliability of sources. I can interpret meaning from census records.	I can explain causes and consequences of dangers in mining. I can discuss causes and consequences of the decline in mining in the North East.	I can explain how mining has changed over time in the North East.	I can describe some similarities and differences in reference to Durham Miners' Gala.	I can explain the impact mining has had on the North East area.

	Mining, coal, North East, significant, <b>employment</b> , census, Empire, disaster, Mac Williams, head of house, distribution, <b>economy</b> , <b>labour</b> , migration, <b>heritage</b> , culture, hewer, trapper, thruster, hurrier, steam engine, historical source, <b>nationalisation</b> .					
<b>The Anglo-Saxons and Scots</b>	I can use BC/BCEev. I can place events, artefacts and historical figures on a timeline.	I can suggest suitable sources of evidence for historical enquiries. I can begin to discuss the reliability of sources regarding Alfred the Great.	I can suggest reasons for settlement in Britain.	I can compare place names and explore how they have changed or remained.	I can begin to describe similarities and differences in societies, cultures and religions.	I can suggest some suitable sources of evidence for historical enquiries.
<b>Vocabulary:</b>	Empire, emperor, rebellion, raid, pillage, <b>invasion</b> , rebel, settlement, <b>migration</b> , <b>tribe</b> , <b>kingdom</b> , capital, culture, <b>society</b> , Alfred the Great.					
<b>Railways</b>	I can place key transport events on a timeline. I can use AD/CE and BC/BCE. I can place key railway events in chronological order.	I can suggest suitable sources of evidence for historical enquiries. I can interpret meaning from rail artwork.	I can discuss consequences of building new railways.	I can explain how railways changed over time.	I can describe similarities and differences between locomotives.	I can explain the significance of Railways locally. I can discuss the importance of different viewpoints regarding railways.
<b>Vocabulary:</b>	Transport, <b>railway</b> , rail, locomotive, <b>steam engine</b> , diesel, electric, George Stephenson, Evening Star, Flying Scotsman, Rocket, Mallard, <b>nationalisation</b> , <b>privatisation</b> , <b>economy</b> .					
<b>Windrush Generation</b>	I can recall key dates involving Windrush generation.	I can suggest suitable sources of evidence for historical enquiries. I can begin to discuss the reliability of sources.	I can explain why people came to Britain. I can discuss reasons why Windrush immigrants faced challenges and discrimination.	I can identify ways in which culture and society changed after Windrush.	I can compare and contrast experiences of the Windrush generation.	I can explain why the arrival of the Windrush is considered an important event in British history. I can identify key individuals or groups associated with Windrush and explain their significance.
<b>Vocabulary:</b>	<b>Windrush generation</b> , migration, Jamaica, <b>immigrant</b> , <b>British Nationality Act</b> , culture, <b>Commonwealth</b> , HMT Empire Windrush, Sam Beaver King, scandal.					

UKS2	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and difference	Historical significance
<b>Ancient Egypt</b>	I can place events, artefacts and historical figure on a timeline using dates. I can use BCE and CE.	I can suggest multiple suitable sources for historical enquiry. I can discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events within Ancient Egypt, and use evidence to support my answers.	I can explain the concept of change over a long period of history and represent this with evidence.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt, and use evidence in my answer.	I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.
<b>Vocabulary:</b>	<b>Era</b> , artefact, chronology, scribe, <b>hieroglyphs</b> , polytheistic, obelisk, temple, <b>preserve</b> , prepare, pyramid, chamber, <b>Egyptologist</b> , chariot, invade, bronze, navy, archer, trade, expand, monarchy, empire, civilisation, settlement, <b>afterlife</b> , Ramses II, kingdom, Egyptian gods.					

<b>Mayans</b>	I can use dates and terms accurately in describing events and people.	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. I can use sources of information to form testable hypotheses about the past.	I can describe causes of events and their consequences in Ancient Maya, and use multiple sources of evidence to support my answers.	I can identify periods of rapid change in history and contrast them with times of relatively little change. I can explain the concepts of continuity and change over time. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.	I can use appropriate vocabulary to compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs, attitudes and experiences of men, women and children.
<b>Vocabulary:</b>	Historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port, civilisation, culture, political, technological.					
<b>Crime and Punishment</b>	I can use dates and terms when describing events. I can describe the main changes in a period of history.	I can refine lines of enquiry as appropriate. I can use sources of evidence to deduce information about the past.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes, and use evidence to support my answers.	I can identify changes in crime and punishment. I can use appropriate historical vocabulary to communicate change and continuity.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the characteristic features of the past, including ideas and beliefs. I can describe the social and cultural significance of a past society.
<b>Vocabulary:</b>	Crime, punishment, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation, community, culture.					
<b>Ancient Greece</b>	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE	I can observe evidence to ask about the past and come to conclusions based on what I have seen.	I can suggest causes and consequences of some of the main events and changes in Greece.	I can explain the concept of change over time.	I can describe some of the social, ethnic, cultural and religious diversity of the past.	I can suggest suitable sources of evidence to find out about and discuss the importance of people and events in time.
<b>Vocabulary:</b>	Civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious.					
<b>Vikings</b>	I can place the Vikings amongst a timeline of topics studied. I can place significant Viking invasions, settlements and explorations on a map.	I can discuss how interpretations of Viking history have changed over time. I can examine sources of evidence and explore their reliability.	I can describe the impact of Viking invasions. I can discuss long-term consequences of Viking activities on Europe and beyond.	I can identify changes in Viking society. I can explain how Viking influences can still be seen today.	I can compare the Vikings to other civilisations studied.	I can explain the historical significance of Viking exploration and trade routes. I can evaluate the lasting legacy of the Vikings.
<b>Vocabulary:</b>	Empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, hostile, migration, trade.					

<b>WWII</b>	I can use dates and terms when describing events.	I can use sources of information to form conclusions about the past. I can discuss whether the evidence is reliable and explain why.	I can describe some of the causes and consequences of World War 2, and use evidence to support my answers.	I can identify periods of rapid change in history.	I can compare and contrast key people/events/ artefacts in history.	I can describe key features of the past, including ideas and beliefs.
<b>Vocabulary:</b>	Republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural, resources, invasion, aid raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron.					

Core Vocabulary to know by the end of year 6:  
 Significance, cause, consequence, change, continuity, chronology, similarity, difference, evidence, interpretation, artefact, trade, civilisation, industry, economy, empire, monarchy, civilisation, government, migration, settlement, rebellion.