

Learn together, grow together

Progression in History



In History, pupils will find out about the past and how it influences the present, starting with their own lives. Pupils will learn a sense of respect, tolerance and appreciation for the past in order to understand why society is the way it is today. They will leave Medina with a narrative of Britain from the earliest times as well as the rise and fall of the Ancient Civilisations in the wider world.

| Skill | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Area of Study | All about me Space At the toy museum | The lives of significant individuals – Florence Nightingale and Mary Seacole Events beyond living memory – The Great Fire of London Changes within living memory and significant places and events within our locality – The Seaside Then and Now | The life of significant individuals Queen Victoria Significant places and events within our locality Portchester Castle and Southsea Castle, Titanic | The achievements of Ancient Civilisations – Ancient Egyptians A study of Greek life and achievements and their influence on the wider world - Ancient Greece Changes in Britain from the Stone Age to the Iron Age | The Roman Empire and its impact on Britain Britain's Settlement by Anglo Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England | A local history study – The Tudors in Portsmouth A non-European society that provides contrast with British History – the Mayan Civilization | Themes in British History since 1066; The changing power of the Monarchs A turning point in British history – Battle of Britain Changes in social history – Crime and Punishment |
| Chronological Understanding | Understand about the past through settings, characters and events encountered in books (Toys at the Museum, Peepo, Mary Anning, Neil Armstrong) | Begin to use words and phrases related to the passing of time. Sequence 3 events in chronological order (Florence Nightingale, The Seaside, The Great Fire of London). Recognise similarities and differences in London before and after the fire. | Confidently use a range of words and phrases related to the passing of time. Sequence 3 events about the Titanic in chronological order. When learning about Portchester Castle and Southsea Castle, recognise and compare how castles changed over time and why this was. | Position the Ancient Egyptians, the Ancient Greeks on a timeline of world history. Place early settlers from the Stone Age, Bronze Age and the Iron Age on a timeline of British history and begin to establish the narratives between these time periods. Compare houses from the Stone Age to the Iron Age, identifying the reasons for change. | Position the Romans, the Anglo Saxons and the Vikings on a timeline of British history. Recap on the time periods studied in Year 3 and continue to establish the narratives between the periods studied in Year 4. Within each unit, understand and compare life in Britain before / after each period, identifying reasons for and impact of change (for example the Iron Age/ Romans). | Position the Mayans on a timeline of world history. Position the Tudors on a timeline of British history, continuing to establish the narrative of British History already learnt. | Position the Battle of Britain on a timeline of British history, establishing the narrative between that and other time periods studied. When learning about the monarchs, develop an understanding of which significant monarchs reigned in relation to another. When studying crime and punishment, compare life before/ after each period identifying impact and significance of change. |

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| <p>Knowledge and Understanding of People and Events</p> | <p>Understand similarities and differences between things in the past and now (Personal history in all about me, toys in at the Toy Museum)</p> | <p>Understand about the life of Florence Nightingale and explain why she is significant. Compare the life and achievements of Florence Nightingale and Mary Seacole.</p> <p>Identify and explain conditions in hospitals before and after Florence Nightingale.</p> <p>Understand about how, when and why the Great Fire of London started.</p> <p>Compare housing in London before and after the fire. Understand some facts about seaside holidays in the past (travel, entertainment, clothing).</p> | <p>Understand about the life of Queen Victoria, including her achievements and explain why she is significant. Recognise how life was the same or different for rich and poor children in Victorian times.</p> <p>Identify similarities and differences between life at the time of Florence Nightingale and Queen Victoria.</p> <p>Understand the key events of the sinking of the Titanic and explain why it was a significant event.</p> <p>Compare what life was like on board the Titanic for rich and poor people.</p> <p>Name the main parts of Portchester Castle following a visit there and explain what each part was for</p> <p>Explain the importance of Portchester Castle within our locality.</p> | <p>Understand about life in Ancient Egypt and Ancient Greece, including differences between rich and poor people.</p> <p>Understand the significant achievements of the Ancient Egyptians.</p> <p>Identify achievements of Ancient Greeks and how these achievements are significant within the wider world and in modern times.</p> <p>Understand about life in the Stone Age for Neolithic hunters and explain why it was this way (for example food, tools, shelter).</p> | <p>Understand why and how the Romans invaded Britain and the changes that their invasion had on life in Britain.</p> <p>Understand how and why the Anglo-Saxon invaded Britain and why events happened as they did.</p> <p>Understand why and how the Vikings raided Britain.</p> <p>Compare the raids from a Viking and Anglo-Saxon perspective, identifying similarities and differences.</p> | <p>Understand the key achievements of the Ancient Mayans.</p> <p>Compare and contrast life in Britain and Ancient Mayan.</p> <p>Understand who the Tudors were and how they came to power.</p> <p>Understand the significance of the Tudors in our locality and the impact they had on trade, employment and defence.</p> <p>Understand some key decisions made by Henry VIII during his reign and how his actions have influenced our lives.</p> | <p>Understand who the first British King was and why his reign was important.</p> <p>Understand key facts about the life of Queen Elizabeth and the power that she has as a monarch.</p> <p>Compare and contrast the power of Queen Elizabeth as a monarch with the power that King Henry VIII and Queen Victoria had understanding the reasons for the changes over time.</p> <p>Understand punishments used within key time periods in British history.</p> <p>Understand the key events in the Battle of Britain, and the significance of these events.</p> |
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| <p>Historical Enquiry and Interpretation</p> | | <p>Begin to ask and answer questions about what life was like in the past.</p> <p>Look at pictures, videos and artefacts and use them to find out about the past.</p> <p>Learn about the seaside then and now by visiting Southsea, the city museum and talking to people.</p> | <p>Ask and answer questions about what life was like in the past.</p> <p>Look at pictures, videos and artefacts and use them to find out about the past.</p> <p>Listen and respond to stories about the Victorians.</p> <p>Find out about the Titanic by visiting the museum and listening to people's first hand experiences.</p> <p>Compare life in London in 1666 with life in London in the Victorian period. Compare Portchester Castle to Southsea Castle.</p> | <p>Begin to answer and raise questions about changes, similarities, and differences within a topic.</p> <p>Know the differences between primary and secondary sources of information.</p> | <p>Continue to answer and raise questions about changes, similarities, differences and significance within a topic.</p> <p>Begin to understand that our knowledge of the past is constructed from sources including primary and secondary sources.</p> <p>When learning about Boudicca, begin to compare sources of conflicting evidence and make their own decision.</p> | <p>Understand that our knowledge of the past is constructed by a range of primary and secondary sources.</p> <p>Compare and contrast these sources, to form their own opinions (e.g. when learning about King Henry).</p> | <p>Understand that our knowledge of the past is constructed by a range of primary and secondary sources. Compare and contrast these sources, to form their own opinions (e.g. when learning about Dick Turpin).</p> <p>Pose their own questions and begin to answer them when learning about different types of crime and punishment.</p> |
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