

# Lower Halstow History Progression Document

## Concepts

Society and Community

Exploration and Invasion

Power

Conflict and Disaster

## Skill Based Secondary Concepts

Chronology

Evidence and  
Interpretation

Cause and  
Consequence

Change and  
Continuity

Similarity and  
Difference

Historical Significance

## Curriculum Aims

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

# Lower Halstow History Progression Document

## Skills Progression

### EYFS

#### Understanding the world – key ELG

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Use everyday language related to time. Order and sequence familiar events. Observations of the seasons changing. Begin to develop an understanding of chronology through the use of visual timetables.	Know about similarities and differences between themselves and others, and among families, communities and traditions	Understand the past through settings, characters and events encountered in books and storytelling.	Class discussions about changes e.g. families, new children joining	Activities to develop conceptual understanding of similarities and differences. e.g. Chinese new year dinner. Shared characteristics e.g. hair colour  Know some similarities and differences between things in the past and now, drawing on their experiences what has been read in class.	Recognise and describe special times or events for family or friends.  Talk about the lives of people around them and their role in society.



# Lower Halstow History Progression Document

Yr1

**Toys**  
(Changes within living memory)



How have children's toys changed since our older relatives were little?

**Famous Explorers**  
(Significant individuals and events)



Where have humans explored?

**Brickfields – Local Study**



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can look at sources and ask "What was it like for people?" "What happened?"</p> <p>"What was this used for?"</p> <p>"How long ago?"</p>	<p>I can discuss causes that lead to toys changing such as, technology and social changes.</p>	<p>I can say which toys have stayed the same and which toys have changed overtime.</p>	<p>I can compare toys using pictures from the past and present.</p>	<p>I can name a significant toy from the past.</p>
<p>I can place explorative events on a timeline with support. Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary (explorations).</p>	<p>With support, I can explain why people explore and begin to use evidence to recognize the significance of their explorations.</p>	<p>I can discuss the causes of exploring and what we found out from exploration. Such as how the world been impacted as a result of explorations form the past.</p>	<p>I can describe changes to the equipment used on explorations over a period of time.</p>	<p>I can use pictures and stories to find out about the past and compare different explorations. Which ones? Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary (explorations).</p>	<p>I can name significant explorers from the past and where they explored.  Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary (explorers).</p>
<p>I can place advances in brickmaking technology onto a simple timeline with support. (Without specific dates – past, before, after, today, now, present, next)</p>	<p>I can use photos and images to make comparisons about the local area and it's facilities.</p> <p>I can talk about why photos look different in the past (black and white).</p> <p>I can begin to discuss what an artefact is and use these to make basic observations.</p>	<p>I can discuss why the brickmaking process changed over time.</p> <p>I can begin to consider why the role of children in brickmaking has changed.</p>	<p>I can begin to discuss how technology in brickmaking has changed.</p>	<p>I can begin compare what my local area was like in the past and is like now.</p>	<p>I can name significant places in my local area such as the Brickfields.</p> <p>I can begin to explain why the Brickfields were significant.</p>

# Lower Halstow History Progression Document

Yr2

**Hospitals and healthcare**  
 (Significant individuals and local individuals)



How did Florence Nightingale, Mary Seacole and Edith Cavell help to improve hospitals?

**The Great Fire of London**  
 (Events beyond living memory)



How did the Great Fire change London?

**Kings, Queens and Castles**  
 (Significant individuals and local places)



Where did Kings and Queens live through time?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place events, artefacts and people on a timeline. Florence Nightingale, Mary Seacole and Edith Cavell.</p> <p>I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past – using non-fiction texts and information videos.</p>	<p>I can recognise that there are reasons why Florence Nightingale, Edith Cavell and Mary Seacole acted as they did and the consequences of their actions.</p>	<p>I can describe changes to nursing and hospitals and the historical events they led to.</p>	<p>I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people and events from the past and explain why they are important. Florence Nightingale, Mary Seacole and Edith Cavell.</p>
<p>I can place events, artefacts and historical figures on a timeline. Samuel Pepys, Thomas Farriner, King Charles II, The sequence of the Great Fire.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people from the past and explain why they are important. Thomas Farriner, Christopher Wren, King Charles II, Samuel Pepys.</p> <p>I can name a monarch. King Charles II.</p>
<p>I can place events and some artefacts on a timeline. Queen Victoria, Queen Elizabeth I, Queen Elizabeth II, King William I, King Charles III.</p>	<p>With support, I can observe or handle some evidence to ask questions about the past – using non-fiction texts.</p>	<p>I can begin to explain why monarchs built castles and what the consequences of these actions were.</p>	<p>I can describe changes and historical events – why castles have been built and how they have changed over time. That different Monarchs have lived in the same castle.</p>	<p>I can compare the similarities and differences between different castles.</p>	<p>I can begin to talk about key events of a significant king/queen or castle. Queen Victoria, Queen Elizabeth I, Queen Elizabeth II, King William I, King Charles III.</p>

# Lower Halstow History Progression Document

Y3



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age such as weapons, pottery, metal, tools.</p> <p>With support, I can use BCE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p> <p>This may include: Skara Brae, Stone Henge, Cave Paintings, Graves, Beaker People</p>
<p>I can place events, artefacts and historical figure on a timeline using dates. This may include: Boudicca, Claudius, Invasion of Britain and when they left Britain.</p> <p>With support, I can use BCE and CE.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can suggest causes and consequences of some of the main events in Britain when the Romans invaded. These events may include: Events: Boudicca's rebellion, Claudius Invasion, Civil War and Legacy.</p>	<p>I can begin to explain the concept of change over a long period of history. Such as roads, army, settlements and the journey from tribe to empire.</p>	<p>I can begin to understand the social, ethnic, cultural and religious diversity of the past with support.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support). Events may include Boudicca's rebellion, Invasion of Britain and Claudius.</p>

# Lower Halstow History Progression Document

Y4

**Ancient Egypt**  
 (The achievements of the earliest civilisations)



What were the greatest achievements of the Ancient Egyptians?

**Anglo-Saxons and Vikings**  
 (Britain's settlement by Anglo-Saxons and Vikings)



How did England change during the settlement of the Anglo-Saxons and Vikings?

<p>I can use BCE and CE.</p> <p>I can use dates accurately in describing events and people.</p>	<p>I can begin to discuss the reliability of sources.</p> <p>I can suggest suitable sources for historical enquiry.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events and changes within Ancient Egypt.</p>	<p>I can explain the concept of change over a long period of history and begin to represent this with evidence such as Egyptologists' theories.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>
<p>I can place events, artefacts and historical figures on a timeline, using dates (BCE/CE).</p>	<p>I can discuss the reliability of sources.</p> <p>I can use sources of evidence to deduce information about the Saxons and Vikings</p> <p>I can begin to understand why versions of the past may differ between the Anglo-Saxons and Vikings.</p>	<p>I can describe causes of invasion in Britain and what the consequences were.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p>	<p>I can compare similarities and differences between Anglo-Saxon and Viking culture.</p>	<p>I can describe the social and cultural significance of a past society.</p>

# Lower Halstow History Progression Document

Y5

**Ancient Greece**  
 (A study of Greek life and achievements and their influence on the world)



What were the greatest achievements of the Ancient Greeks?

**Ancient Maya**  
 (A non-European study that provides contrast with British history)



What similarities and differences are there between the Maya civilisation and England from the 8<sup>th</sup> to the 10<sup>th</sup> century?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place events, artefacts and historical figures on a timeline using dates, such as King Philip II, Alexander The Great.	I can discuss whether the evidence is reliable and explain why. Such as looking at pictures of artefacts and discussing excavations.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence. Such as using timelines, referring to same time period in world and British history and conflicts.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, using evidence to prove my discussion. Such as Alexander the Great, The Persian Invasion and Macedonian Empire.
I can use dates and terms accurately in describing events and people. For example, when and where the Maya lived.	I can use sources of evidence to deduce information about the past.  I can use sources of information to form testable hypotheses about the past on areas such as the Maya City States.	I can describe causes of events and their consequences in Ancient Maya.	I can identify periods of rapid change in history.  I can explain the concepts of continuity and change over time. Such as how the Anglo-Saxon period was being ruled at the same time and the differences in monarchy.	I can compare the similarities and differences between The Maya and the Anglo-Saxon 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.

# Lower Halstow History Progression Document

Y6

**World War II**  
(1 literacy linked unit)

Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?



**Crime and Punishment**  
(Post 1066 Study)

How has crime and punishment changed over time in Britain?



**Victorians - Local Study**



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in German leadership in the lead up to WW2.</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of World War 2.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the significant characteristic features of the German economic and political landscape in the lead up to WW2.</p>
<p>I can use dates and terms accurately in describing crime and punishment methods throughout key British periods.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify how crime and punishment has changed over time.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>	<p>I can describe the social causes of crime and punishment. I can describe the consequences of crimes, such as Romans, Anglo-Saxons, Tudors, Stuarts and Victorians.</p>	<p>I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity, such as crime, period, chronology, tithing, wergild and ordeal.</p>	<p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the significance of social, ethnic, cultural or religious diversity of past societies.</p>
<p>I can place dates on a timeline linked to significant events in education in the Victorian period.</p>	<p>I can use photos and maps of the school grounds to build an understanding of what the Victorian school looked like.</p> <p>I can use primary sources as evidence to understand the beginnings of the school.</p>	<p>I can describe the cause of the school being built and the consequences that it had on the local area and population.</p>	<p>I can identify how the school has changed through time as well as how education has changed, including the roles and responsibilities of head teachers, class teachers and students.</p>	<p>I can compare similarities and differences in the school grounds over time.</p> <p>I can compare similarities and differences in education over time.</p>	<p>I can describe the significance of education in Victorian times and it's impact on society.</p>