Buttsbury Primary School
History Progression Document

EYFS	ELG	Skills Progression
	• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Develop a familiarity with terms such as 'new' and 'old' (comparison of everyday objects, everyday life) • Develop an understanding that some familiar stories were set in the past through settings, characters, events and encounters in books and draw comparisons with modern stories. • Recognise the different ages and life stages of significant people around them through a range of resources e.g. photographs (grandparents, siblings, cousins) • Develop an awareness of the lives of people around them and their roles in society (school and local community) • Describe changes within living memory (how have I changed from a baby to starting school?) and discuss significant events in their lives (birthdays, family events) • Begin to use appropriate historical vocabulary (yesterday, last year, last week)

EYFS Brain Busters (Core Knowledge)	Autumn 1	Autumn 2	Spring 2	Summer 1	Summer 2
	BB1 - As we grow we change	BB1 - A birthday is when we celebrate on the day someone is born	BB1 - In the past means it has already happened.	BB1 - Mary Anning was a palaeontologist and fossil collector.	BB1 - History means in the past.
	BB2 - Christmas is a Christian festival.	BB2 - People celebrate birthdays in different ways.		BB2 - Fossils are the remains of plants and animals.	

EYFS Vocabulary	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
	past change grow	last year in the past	then now superhero important last week yesterday	fossils palaeontologist collect	extinct dinosaur

Year 1	Periods of history (Understanding events, people and changes)	Links to prior learning.	Chronological Understanding	Historical enquiry	Organisation and communication
	Describe periods of history Describe changes within living memory Describe events beyond living memory, linking with significant individuals	Choose and use parts of stories and other sources to show that they know and understand key features of events.	Use Historical artefacts to draw comparisons between the past to now Use timelines to introduce chronology	Explore historical artefacts Ask and answer appropriate questions. Use discussion to understand significant historical events and people.	Use words and phrases such as old, new, before, after, past, present and a long time ago.

Year 1 Brain Busters (Core Knowledge)	Toys	Transport	History of Holidays
	BB1 – Modern toys could be made of plastic.	BB1 – Vikings used longboats to travel.	BB1 – We can holiday all over the world today.
	BB2 – Old toys could be made of metal or wood.	BB2 – Modern trains are different to old trains.	BB2 – Victorians travelled on a train to the seaside.
	BB3 – In the past, children only had a few toys.	BB3 – The Wright Brothers invented the first aeroplane.	BB3 – Victorians used to go on donkey rides at the seaside.

Year 1 Vocabulary	Toys	Transport	History of Holidays
	present old new interview history	transport travel locomotive longboat significant	Victorians recent modern puppets beach

Year 2	Periods of history (Understanding events, people and changes)	Links to prior learning.	Chronological Understanding	Historical enquiry	Organisation and communication
	Discuss what makes someone a significant individual. Make comparisons of significant individuals Describe events beyond living memory Describe significant historical events in their own locality.	Choose and use parts of historical recounts and other sources to show that they know and understand key features of events.	Make comparisons between past and present	Explore historical artefacts Ask and answer appropriate questions using a range of resources (e.g. internet and books). Use discussion to understand significant historical events and people.	Use a wide vocabulary of everyday historical terms to communicate what they have learnt.

Year 2 Brain Busters (Core Knowledge)	Come on a journey	The Mayflower	The Great Fire of London
	BB1 – Neil Armstrong was the first man on the moon.	BB1 – A voyage is a long journey, by sea or in space.	BB1 – The Great Fire started in 1666.
	BB2 – Mae Jemison was the first African American woman in space.	BB2 – A Pilgrim is a person who goes on a journey for religious reasons.	BB2 – Samuel Pepys wrote a diary.
	BB3 – Tim Peake is a British astronaut.	BB3 – Four Pilgrims from Billericay were on the Mayflower	BB3 – In 1666, houses in London were built of wood.

Year 2 Vocabulary	Come on a journey	The Mayflower	The Great Fire of London
	achievement similar different	Mayflower ship voyage journey Pilgrim religious	chronology event national

Year 3	Periods of history (Understanding events, people and changes)	Links to prior learning.	Chronological Understanding	Historical enquiry	Organisation and communication
	Describe changes in Britain from the Stone Age to the Iron Age. Describe the achievements of the Ancient Egyptians including when and where they first appeared.	Recognise that history is made up of past events and give examples.	Use timelines to place main events in chronological order. Understand timelines can be divided in BC and AD.	Use a variety of artefacts and resources to find out about the past. Understand how our knowledge of the past is constructed from a range of sources.	Communicate what they have learnt using key vocabulary.

Year 3 Brain Busters (Core Knowledge)	Stone Age to Iron Age	Ancient Egypt
	BB1: The Stone Age occurred 2.6 million years ago.	BB1: The Egyptian era began in 3100BC.
	BB2: Woolly mammoths and dodos are two animals that they would have hunted.	BB2: The River Nile assisted Egyptians with farming and trade.
	BB3: Stone Age homes varied in different periods (Neolithic, Skara Brae, Palaeolithic and Mesolithic)	BB3: The Pyramids were built by Egyptians.
	BB4: Eggs, Fish, Plants, Fruits, Nuts and Seeds make up a Stone Age meal.	BB4: Mummification is the process of preserving a dead body.
	BB5: Farmers/Tool makers would sell crops/tools for coins.	BB5: Hieroglyphics is Egyptian writing.

Year 3 Vocabulary	Stone Age to Iron Age	Ancient Egypt
	Palaeolithic Hunter Gatherer Archaeologists Mesolithic coins bronze iron agriculture emblem trading	Ancient Egypt River Nile Hieroglyphics Mummification Tutankhamun Pyramids

Year 4	Periods of history (Understanding events, people and changes)	Links to prior learning.	Chronological Understanding	Historical enquiry	Organisation and communication
	Describe the Roman empire and its impact on Britain. Describe the achievements of the Ancient Greeks and their influence on the western world.	Recognise how the Stone Age civilisation was in place when the Romans invaded.	Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline showing understanding of BC and AD.	Use sources of information in ways that go beyond simple observations to answer questions about the past. Use primary and secondary resources to find out about the past.	Use appropriate terminology to communicate what they have learnt in an organised and structured way.

Year 4 Brain Busters (Core Knowledge)	Romans	Ancient Greeks
	BB1: The Romans came after the Celts and before the Anglo Saxons	BB1: The Greeks came before the Romans.
	BB2: Ancient Rome ruled much of Europe for nearly 1000 years.	BB2: Most Ancient Greeks were peasants and craftsmen.
	BB3: We still see the impact that the Romans made in life today.	BB3: The Ancient Greeks were famous for drama.
	BB4: Julius Caesar and Emperor Claudius were important leaders.	BB4: The Ancient Greeks believed in many gods.
	BB5: Impact of Roman invasion include: straight roads, sewers, calendar, language, religion.	BB5: The Olympic Games began in Olympia in 776 BC

Year 4 Vocabulary	Romans	Ancient Greeks
	Roman Britain source evidence Mosaic invasion Celt Soldier	Greek sources democracy Philosophy

Year 5	Periods of history (Understanding events, people and changes)	Links to prior learning.	Chronological Understanding	Historical enquiry	Organisation and communication
	Describe Britain's settlement by Anglo Saxons. Contrast British history to the Ancient Maya.	Describe how life in Britain changed after Roman withdrawal and the invasion of the Anglo-Saxons.	Sequence historical periods. Identify connections, contrasts and trends over time and develop the appropriate use of historical terms.	Compare sources of information available for the study of different times in the past. Understand that the type of information available depends on the period of time studied.	Provide structured accounts of historical events and present the findings in a variety of ways.

Year 5 Brain Busters (Core Knowledge)	Anglo Saxons	Mayans
	BB1: Anglo-Saxons ruled Britain after the Romans and before the Normans.	BB1: The Maya civilisation began as early as 1500BC in a place called 'Mesoamerica'.
	BB2: The Anglo-Saxons invaded Britain in 449AD.	BB2:'Mesoamerica' is made up of Mexico and parts of Central America.
	BB3: Anglo Saxons built their houses using natural resources near forests, seas or lakes.	BB3: Chichen Itza is a large city. The temple is called 'El Templo'
	BB4: The Chief was the ruler of an Anglo-Saxon Kingdom.	BB4: Maya codices are folding books written in hieroglyphs.
	BB5: Anglo-Saxons were initially Pagan but later converted to Christianity.	BB5: Pok-A-Tok was a ball game used to resolve conflicts or played for fun.

Year 5 Vocabulary	Anglo Saxons	Mayans
	Anglo-Saxons Kingdom Agriculture Chief Pagan	Codex Codices Chichen Itza Mayans noble men society Tikal temple Priests Monument Maize warriors

Year 6	Periods of history (Understanding events, people and changes)	Links to prior learning.	Chronological Understanding	Historical enquiry	Organisation and communication
	Describe the invasion and settlement of the Vikings. Describe and compare a local history study.	Analyse how the Anglo-Saxons and the Vikings impacted life in Britain today.	Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion.	Evaluate the usefulness of resources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Make confident use of sources for independent research and make informed decisions on how to present the findings.

Year 6 Brain Busters (Core Knowledge)	Vikings	Local History
	BB1: The Vikings came from Scandinavia.	BB1: Billericay was formally known as Byllyrica
	BB2: The Viking era was 793AD to 1066AD.	BB2: There is evidence of Roman occupation at a number of locations in the town
	BB3: The Anglo-Saxon and Viking eras overlap on the timeline of British History	BB3: A German Zeppelin crashed in Billericay during WW1.
	BB4: The Vikings lived in Britain in an area called Danelaw.	BB4: The Battle of Norsey Wood was in 1381.
	BB5: The Vikings were Pagan and some converted to Christianity.	BB5: The Pilgrims travelled on the Mayflower ship in 1620.

Year 6 Vocabulary	Vikings	Local History
	Invader Pagan Longhouse Scandinavia Runes Danelaw Longship	local area residence social economic