



# Progression in History – The Mill Academy

Objective	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.	Understand common words and phrases relating to the passing of time.  Sequence people, events or objects taught so far.	Understand common words and phrases relating to the passing of time.  Sequence people, events or objects taught so far.	Understand common words and phrases relating to the passing of time.  Understand timelines can be divided into BC and AD.  Place periods of history studies onto a given timeline.	Understand common words and phrases relating to the passing of time.  Use timelines to place key events from within the period studied.	Understand common words and phrases relating to the passing of time.  Use a given timeline to place local, national and international events within a period of history.  Use a given timeline to demonstrate changes in one key area (e.g. technology, religion, leisure).	Understand common words and phrases relating to the passing of time.  Use a timeline to place a range of periods from around the world, some occurring concurrently.
<b>Vocab</b>	now, then, old, older, new, newer  today, yesterday, tomorrow, last week, last year	year, decade, century, ancient, modern, long ago, timeline, date order, past, present, events, lives, living memory	chronological order, anachronism, era, period, recently, old fashioned, traditional,	Anno Domini, Before Christ, passing of time, common era, before the common era, millennium, circa	cause, effect, chronology, 18 <sup>th</sup> /19 <sup>th</sup> /20 <sup>th</sup> century	reign	Concurrently
<b>Topics</b>  <b>Add sig people who influenced history</b>  <b>This list is not exhaustive</b>	Super Me  Bonfire Night  Christmas  Chinese New Year	<b>Fire! Fire!</b>  Samuel Pepys King Charles II  ruin, monument, fire hook, escaping, River Thames, panic, explosion, rebuild, destroyed, Pudding Lane, profiteers.	<b>The Land before time</b>  Mary Anning (1799-1847) Edward Drinker Cope  carnivore, dinosaur, extinction, extinct, fossil, prehistoric, herbivore, excavate, omnivore, Jurassic period predator prey, erosion, skeleton, palaeontology	<b>Stone Age Boy</b>  Extinct, flint, tribe, hearths, land clearance, Mesolithic, Neanderthal, nomad, Palaeolithic, remains, settler/settlement, sabre-toothed, evolve  <b>Mayans (Rainforests)</b>  Jasaw Chan K'awil Pakal the great  Archaeologist, architecture, Chichen Itza, civilisation, deforestation, deities, demise, drought, economy, erosion, fertile, hierarchy, indigenous, Mayan, merchant, Mesoamerica, polytheists	<b>Roman Empire and the impact on Britain – Escaping Pompeii</b>  Julius Caesar Augustus Hadrian  Republic, patricians, plebians, consuls, veto, dictator, Etruscans, Rome, Tiber River, province, aqueducts, colosseum, barbarian, emperor, gladiator, toga, Pantheon, chariot, Basilica, amphitheatre  <b>Vicious Vikings Anglo – Saxons and scots to Viking invasion</b>  Ragnar Lothbrok Bede Gildas Hengist and Horsa King Alfred the Great The King of Wessex King Ethelbert St Augustine Vortigen  Anglo-Saxon, archaeologist, artefact, invasion, Jutes, migration, monk, pagan, settler, source	<b>Zeroes to Heroes - Ancient Greeks</b>  Aristotle Plato Homer Pythagoras Archimedes Euclid Leonidas Hippocrates  Acropolis, archaeologist, architecture, circa, citadel, civilisation, climate, deity, democracy, empire, invasion, merchant, mythology, philosophy, polis, seafaring, warfare, trade, urban	<b>War of the World – local history and post 1066 study</b>  Adolf Hitler Neville Chamberlain Winston Churchill Benito Mussolini Stalin Roosevelt  Isolationism, dictators, appeasement, Holocaust, ration, evacuees, propaganda, Allies, Axis, Rhineland, Versailles, Luftwaffe, concentration camp, rural, urban, liberate legacy, prime minister, Fuhrer, empire, allies, axes, treaty, holocaust, antisemitism, ideology, Aryan Race, Blitzkrieg.  <b>The Shang Dynasty of Ancient China</b> Qin Shi Huang Zheng He  Acupuncture, bamboo, Buddhism, calligraphy, Confucianism, dynasty, five elements, forbidden city, Mongols, Nian, sampan, Taoism, Yin and Yang,



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<p><b>Historical Enquiry</b></p>	<p>Use physical sources from the past in relation to topics covered. E.g. toys in the past / ICT through the years – old cameras tape players etc.</p>	<p>Ask simple questions about a significant event in history.</p> <p>Use a given source (e.g. diary entry, artefacts) to find facts about the past.</p>	<p>Ask a range of questions about the past (Who? What? When? Why?)</p> <p>Understand that a source provides information about the past and that there are different types of sources.</p>	<p>Ask focused questions in order to find out specific information about the past.</p> <p>Use a number of given source to infer information about the past.</p> <p>Select and record relevant information from written sources.</p>	<p>Develop and adapt questions based on what they find and what they still need to know.</p> <p>Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories).</p> <p>Use a number of sources to infer information about a specific aspect of the past.</p> <p>Understand sources can be sorted into two categories: primary and secondary.</p>	<p>Identify if a source is primary or secondary.</p> <p>Identify fact and opinion within a written source.</p> <p>Understand that the past has been represented in different ways and that different sources may provide a different viewpoint.</p>	<p>Evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Select the most appropriate source of evidence for a particular task.</p>
<p><b>Vocab</b></p>	<p>who, what</p>	<p>source, artefacts, why? where? when? opinion, detective, historians, this source tells me..</p>	<p>impact, primary source (first hand evidence), secondary source (second hand evidence), viewpoint, investigate, experts, research, evidence, fact,</p>	<p>enquiry, infer, relevance. this suggests/implies , continuity, perhaps, maybe, could be.., impact, importance, significance, reason, effect</p>	<p>hypotheses, change, continuity, my conclusion is.., evidence suggests, on one hand...</p>	<p>consequence, plausible, interpret, validity, impression, this supports/contradicts the idea that...</p>	<p>reliability, subjective, objective, bias, justification, the source omits to mention that... plausible, interpret, validity,</p>