



Progression in History – The Mill Academy

Objective	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	- 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.	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.
Vocabulary	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 th /19 th /20 th century	reign	Concurrently
Local History			KS1 Local History Worsbrough Mill: From Field to Flour <ul style="list-style-type: none"> Know that Worsbrough Mill is a 17th Century water mill Know that Worsbrough Mill is a working water mill using water power from the river Dove Know the history of Worsbrough mill and how it has changed over the years Know the significance of the water mill on the local area – farming etc. Know about everyday life as a modern-day Miller and compare it to the past Know how the milling industry has changed over time 			KS2 Local History Coal Mining <ul style="list-style-type: none"> Know why the coal industry was important Know how mining changed over time (e.g., equipment, machinery, child labour, safety laws, worker shortage during WWI). Know about the dangers of mining (including miners that were killed in accidents (Darley Colliery explosion), pockets of gas suffocating the miners and causing explosions as well as collapsing tunnels and flooding). Know the historical significance of mining in the local area (Barrow Colliery – Worsbrough) What caused the major incident in 1907? 	



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Vocabulary			flour, grind, grain, dough, miller, milling, process, wheat, 17th century, River Dove, waterwheel, machinery, corn, restore, engine room, water power, stoneground, organic			<ul style="list-style-type: none"> Know about the miners' strike of 1984-85 	
Topics Significant people who influenced history This list is not exhaustive	Cycle 1: -Step back in time -Celebrate -Visit the library -Watch something grow -Retell a story Cycle 2: -Step back in time -Visit an art gallery -Care for our community	The Great Fire of London Samuel Pepys King Charles II ruin, monument, fire hook, escaping, River Thames, panic, explosion, rebuild, destroyed, Pudding Lane, profiteers.	The Land before time Mary Anning (1799-1847) carnivore, dinosaur, extinction, extinct, fossil, prehistoric, herbivore, excavate, omnivore, Jurassic period predator prey, erosion, skeleton, palaeontology Superheroes Rosa Parks Motivation, refusal, boycott, momentous, policy, inspire, segregation, racism, inequality, rights, activist	Archaeology Rocks (Stone Age to Iron Age) Extinct, flint, tribe, hearths, land clearance, Mesolithic, Neanderthal, nomad, Palaeolithic, remains, settler/settlement, sabre-toothed, evolve Maya Mission (Mayans) 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	Rampaging Romans - Roman Empire and the impact on Britain 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 Vikings - Anglo – Saxons and scots to Viking invasion Ragnar Lothbrok King Alfred the Great The King of Wessex King Ethelbert - Anglo-Saxon, archaeologist, artefact, invasion, Jutes, migration, monk, pagan, settler, source	Zeroes to Heroes - Ancient Greeks Aristotle Plato Homer Pythagoras Acropolis, archaeologist, architecture, circa, citadel, civilisation, climate, deity, democracy, empire, invasion, merchant, mythology, philosophy, polis, seafaring, warfare, trade, urban Crossing the Atlantic - Titanic - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Starboard port midship Morse code steerage testimony plummet navigate	War of the World – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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.



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<p>Historical Enquiry</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>Vocabulary</p>	<p>who, what, why, when, where</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>