

Mount Pleasant CE VC Junior School

“Learning Through Faith, Family and Friendship.”



School Vision:

We are a happy, safe, inclusive school where excellence is celebrated. A Christian ethos encourages responsible behaviour and respect through Friendship, Trust and Forgiveness.

*We inspire a **love** of learning that encourages individuality, creativity and independence that extends from the school family into the wider world, enabling all to flourish.*

Jesus said, 'Love one another. As I have loved you, so you must love one another.' John 13:34

History Progression Document

	Year 3 (Cycle B)	Year 4 (Cycle A)	Year 5 (Cycle B)	Year 6 (Cycle A)
Chronological Understanding	Establish a clear narrative of the periods of history studied. Sequence events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Understand that a timeline can be divided into BCE	Establish a detailed narrative of the periods of history studied. Sequence several events, artefacts or historical figures on a timeline using dates and correct intervals whilst using correct terms related to the unit being studied and passing of time. Understand that a timeline can be divided into BCE (Before Common Era) and	Develop a chronologically secure knowledge and understanding of British history establishing clear narratives within and across the periods they study. Order an increasing number of significant events, movements and dates on a timeline using dates accurately with a clear sense of the timeframe of the period. Accurately use dates to describe historical events.	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Order an increasing number of significant events, movements and dates on a concurrent timeline using dates accurately. Accurately use dates and terms to describe historical events.

	(Before Common Era) and CE (Common Era).	CE (Common Era) and use those references correctly.		Understand and describe in some detail the main changes to an aspect in a period in history. Understand how some historical events/periods occurred concurrently in different locations, e.g., contrasting events in Second World War.
Investigate & Interpret the Past	Make deductions about the past from a source. Use more than one source of evidence at once. Understand the difference between different types of sources. Suggest causes and consequences of some of the main events in the period studied.	Make deductions and justify with evidence. Be able to identify explicit and implicit evidence from a source. Suggest suitable sources of evidence for an enquiry. Give reasons for and results of events and changes. Begin to undertake own research.	Describe differing accounts of an historical event, explaining some of the reasons why the accounts might differ. Suggest causes and consequences of some of the main changes events and changes in history. Show understanding that aspects of the past have been represented and interpreted in different ways. Suggest and refine lines of enquiry as appropriate.	Understand that events, people, and changes can be interpreted in different ways and discuss reasons for this (understanding bias). Independently select relevant source material for enquiry and justify choices. Use sources of information to form testable hypotheses about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

	Identify some of the different ways the past has been represented.		Begin to undertake own research more independently.	Suggest and refine lines of enquiry as appropriate based on findings.
Knowledge and Understanding of events; people and changes from the past	Recognise and describe some similarities and differences between the past and the present. Identify similarities and differences between ways of life in different periods. Know and recall episodes from stories and significant events in history. Understand why people in the past acted as they did. Describe significant individuals from the past.	Note key changes over a period of time and be able to give reasons for those changes. Find out about the everyday lives of people in time studied compared with our life today. Explain how people and events in the past have influenced life today. Identify key features, aspects and events of the time studied. Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Identify and note connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. Study causes and results of great events and the impact these had on people. Study the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Identify and know connections, contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing the past in more detail. Explain causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
To communicate historically	Use appropriate historical vocabulary to communicate, including dates, time, era, change, chronology, primary, secondary and source. Have a good understanding of topic-related vocabulary.	Use appropriate historical vocabulary to communicate, including dates, time, era, change, chronology, deduce, justify, continuity, explicit and implicit evidence from primary and secondary sources.	Use appropriate historical vocabulary to communicate, including dates, time period, century, decade, legacy, era, change, chronology, deduce, infer, justify, continuity and hypothesis.	Use appropriate historical vocabulary to communicate, including: dates, time period, century, decade, legacy, era, change, chronology, deduce, infer, justify, continuity, bias and reliability and hypothesis.

	Present, communicate and organise ideas about the past using models, drama role- plays and different genres of writing including letters, recounts, poems, adverts, diaries, posters, and guides.	Have a good understanding of topic-related vocabulary and use this vocabulary in oral and written work. Start to present own ideas based on their own research about a studied period. Present, communicate and organise ideas about the past using models, drama role plays and different genres of writing including letters, recounts, poems, adverts, diaries, posters, and guides using topic-related vocabulary.	Showing an increasing depth of factual knowledge and understanding, and use this to describe the period studied. Make links between past societies and periods and describe similarities and differences and continuity and change. Present ideas based on their own research about a studied period using models, drama role plays and different genres of writing including letters, recounts, poems, adverts, diaries, posters, and guides with increasing independence.	Make links between features within and across periods from prior knowledge. Use original ways to present historical information and ideas. Plan and present a self-directed project or research about the studied period taking a line of enquiry as a starting point.
Key Vocab	archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, preserve, pyramid, scribe, temple, trade historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajar, comparing, kingdom, abandoned, obsidian, annexe, hostile, invade, trade, port	agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement archer, annexe, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic	civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious Angles; Saxons; Jutes; Christianity; Missionary; Pagan; Picts; Romans; Scots; Wessex; Sussex; Essex; Kent; St. Bede; Sutton Hoo; East Anglia; Mercia;	republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion,

			Northumbria; Jewellery; Priory; Kingdom; Europe; Germanic; Dark Ages; Rune; Longhouse; Settlement	migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe
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