



St Mary's RC Primary School, Littleborough – History Progression Model

St Mary's Historical Vocabulary							
Topics	EYFS (Who Am I?)	Year 1 & Year 2 (The Great Fire of London)		Year 3 (Stone Age to Iron Age)	Year 4 (Ancient Greece)	Year 5 (World War 2)	Year 6 (Queen Victoria)
Topic 1	Bigger Smaller Growing Changing Different Same Role Learning	London UK Pudding Lane Tower of London Samuel Pepys Smoke and ash	London UK Pudding Lane Tower of London Samuel Pepys Smoke and ash King Charles II	Prehistory Hunter-gatherer Nomad Tribe Neanderthal Homosapiens Pelt Beaker Celt Bronze Roundhouse Hillfort Quern Smelting Druid Borer Domesticate	Ancient Archaic period Classical period Hellenistic period Hellenes Hellas Corinthian, Ionic and Doric Temple Drachma Olympics Alexander the Great Macedonia Conquest	Air raid Drill Shelter Allies Allotment Atomic bomb Axis Powers Blackout Blitz British Empire Censorship Civilians Concentration-Camps D-Day Evacuee Gas Mask Election Adolf Hitler Host Family Liberation Military Propaganda Rationing Refuge Telegram	Kensington Palace George III Edward, Duke of Kent Victoria Maria Louisa George IV William IV Prince Albert of Saxe-Coburg, Germany Westminster Abbey Grandmother of Europe Crimean War Victoria Cross Empress of India Acts Compulsory Assassination Parliament Isle of Wight Edward VII
		Year 1 & Year 2 (Significant Figures - Queens)					
		Queen Victoria Prince Albert Queen Elizabeth II Prince Philip Royal Throne	Queen Victoria Prince Albert Queen Elizabeth II Prince Philip Royal Throne Reign Monarch				



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Topics	EYFS (Who Are They?)	Year 1 & Year 2 (Significant People - Nightingale)		Year 3 (Ancient Egypt)	Year 4 (Roman Empire)	Year 5 (Vikings)	Year 6 (The Victorians)
Topic 2	Older Younger Job Responsibility Household Community Littleborough <i>Occupational vocabulary including...</i> Family Firefighter Policeman Doctor Nurse Teacher	Florence Nightingale Nurse Injured Lady of the Lamp Scutari Hospital	Florence Nightingale Nurse Injured Lady of the Lamp Charity Crimean War Scutari Hospital	Egypt Egyptian Pyramid Pharaoh Canopic jars Irrigation Plough Mattock Mummy Mummification Coffin Tomb Nile	Sword Shield Gladiator Chariot Colosseum Amphitheatre Aqueduct Empire Mosaic Toga Slave Barbarian Pantheon Basilica Julius Caesar	Viking Battle Kingdoms Danegeld Danelaw Longboat Longhouse Norse mythology Jorvik Scandinavia Seafaring Runes The Battle of Hastings The Battle of Stamford Bridge Harald Hardrada Edward the Confessor Harold Godwinson William the Conqueror	Prince Albert Industrial Revolution Chimney Sweep Servant Maid Cane Chalk and slates Bonnet Workhouse Orphan Cotton mill Spinning top Mills Washing dolly Gruel Shilling Carriage Economics Accommodation Manufacturing Industrialisation Rural areas
		Year 1 & Year 2 (Significant Events - The Titanic)					
		Titanic Unsinkable Iceberg Class Collison Maiden Voyage Disaster Captain Edward Smith	Titanic Unsinkable Iceberg Class Collison Maiden Voyage Disaster Captain Edward Smith Thomas Andrews Officer Wreckage				



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Topics	EYFS (Toys and Games)	Year 1 & Year 2 (Living Memory - The Seaside)		Year 3 (Ancient Maya)	Year 4 (Anglo Saxon and Scots)	Year 5 (Tudor Monarchs)	Year 6
Topic 3	Toys/games Dolls/Rag dolls Rocking horse Marbles Whip and top Board games Construction Computer Material Change Hinge Wheels Electricity Batteries Entertainment	Seaside Tourist Attractions Men and women Bathing Carriages	Seaside Tourist Attractions Men and women Bathing Carriages Sea-bathing Option	Ahau Codex Dynasty Hieroglyphics Scribe Haab Harvesting Sacrifice Peasant Bloodletting Communicate Hero twins Popol Vuh	Anglo Saxon Scots Invasion Conversion Raiders Kingdom Village Settlement Monk Monastery Paganism Christianity St Augustine Vortigern	Tudor Lord Henry VIII Richard III Battle of Bosworth The 'War of the Roses' Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Catherine Howard Catherine Parr Edward VI Mary I Elizabeth I Church of England (Catholic / Protestant) Divorce Execution Treason Sir Fancis Drake Spanish Armada Battle of Gravelines William Shakespeare Globe Theatre James I	See Topic 2
		Year 1 & Year 2 (Local History - Rochdale/GM)					
		Rochdale Greater-Manchester The Cooperative Woollen-trade Borough	Rochdale Greater-Manchester The Cooperative Woollen-trade Borough Textiles Manufacturing Industrial Revolution				



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St Mary's Chronological Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Vocabulary associated with everyday routines:</p> <p>Now Then Next Today Tomorrow</p>	<p>Past, Present and Future Yesterday Day, Week, Month, Year A long time ago Old and New Timeline</p>	<p>Date/Time order Recent Memory Lifetime Remember X years ago</p>	<p>BC and AD Ancient Modern Chronology/ Chronological Order</p>	<p>Decade Millennium Century Influence Contemporary</p>	<p>Era Period Impact</p>	<p>Legacy Significance Continuity Extension of change</p>



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St Mary's Chronological Understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to sequence events within their lives with support.</p> <p>Begin to engage with history through stories, beginning to understand main setting, events and characters and sequence this with support.</p> <p>With support, begin to discuss past and present events in their own lives and in lives of family members</p>	<p>Begin to sequence pictures of the events being studied on a timeline with support.</p> <p>Continue to use stories to develop ability to sequence and retell.</p> <p>With support, discuss some similarities and differences between modern day life and the period being studied.</p>	<p>With some support, sequence events together on a timeline.</p> <p>Continue to use stories and confidently sequence and retell orally.</p> <p>Begin to understand similarities and differences between modern day life and the period being studied. Begin to show understanding and empathy.</p>	<p>Sequence several events within the period studied on a timeline.</p> <p>Begin to use dates and historical terms with support.</p> <p>With some support, identify similarities and differences between modern day life and the period of study. Begin to compare and contrast. Show understanding and sympathy.</p>	<p>Place events from periods being studied on a timeline with accuracy and confidence.</p> <p>Date events with increasing confidence, using time related to the periods studied.</p> <p>Independently identify similarities and differences between modern day life and the period of study, as well as linking to previous periods studied. Begin to compare and contrast with more confidence. Show understanding and empathy.</p>	<p>Be able to sequence over 10 events accurately on a timeline.</p> <p>Use specific and appropriate labels for different time periods.</p> <p>Confidently identify similarities and differences between modern day life and they period of study, as well as linking to previous periods studied. Compare and contrast with confidence. Show understanding and empathy.</p>	<p>Confidently sequence 10 events or more on a timeline.</p> <p>Place current study on a timeline in relation to previous studies.</p> <p>Confidently and independently apply specific labels for different periods.</p> <p>Confidently identify similarities and differences between modern day life and they period of study, as well as linking to previous periods studied. Compare and contrast, showing maturity. Apply empathy consistently when considering and justifying viewpoints.</p>



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St Mary's Historical Enquiry Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show curiosity about stories and people.</p> <p>Begin to ask "why" and "how" questions in response to stories and people, with support.</p> <p>Handle books with care.</p>	<p>With support, pupils begin to distinguish between fact and fiction through the use of stories.</p> <p>Ask and begin to answer "why" and "how" question in response to the topic studied.</p> <p>With support, pupils find answers to simple questions about the topic studied.</p> <p>Handle artefacts and pictures with care.</p>	<p>With support, pupils begin to compare two versions of an event in the past through comparing photographs.</p> <p>With support, discuss the trustworthiness of evidence, including photos and stories).</p> <p>With support, pupils apply simple observations of photographs and make comments, considering different explanations.</p> <p>Begin to show an appreciation of a wider range of resources.</p>	<p>Begin to identify and give reasons for different ways in which the past can be represented.</p> <p>Start to distinguish between different sources, beginning to compare versions of the same story.</p> <p>Pupils apply observations of photographs and make comments, considering different explanations.</p> <p>Use a range of sources to find out about a period. With support, understand the difference between primary and secondary resources.</p>	<p>Consider the evidence available to develop understanding of the past.</p> <p>Begin to evaluate the usefulness of different sources. Begin to consider bias.</p> <p>With support, apply previous historical knowledge.</p> <p>Use evidence to build up a picture of a past event with support. Begin to gather evidence to support points. Begin to understand primary and secondary resources more independently.</p>	<p>Compare and contrast accounts of events from different sources, including fact and fiction.</p> <p>Consider and provide some reasons for different versions of events, considering different perspectives. Continue to consider bias.</p> <p>With increasing confidence, apply previous historical knowledge.</p> <p>Use evidence to build up a picture of a past event, selecting and using a range of sources, including the internet and books with increasing confidence. Distinguish between primary and secondary sources.</p>	<p>Link sources and begin to understand how conclusions were made.</p> <p>Consider the limitations of interpretations, distinguishing fact, fiction and opinion. Consider bias with increasing confidence, understanding that different evidence will lead to different conclusions.</p> <p>Confidently apply previous knowledge.</p> <p>Confidently and independently use a range of sources, including the internet and books with increasing confidence. Confidently distinguish between primary and secondary sources.</p>



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St Mary's Historical Perspectives and of Changes in the Past Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>With support, pupils begin to look closely at similarities, differences, change. They begin to identify patterns.</p> <p>With support, begin to develop understanding of growth, decay and changes over time.</p>	<p>Be able to recall and recount stories and stories about the past.</p> <p>With support, begin to understand some changes within living memory, beginning to identify changes in national life.</p>	<p>With support, understand why people did things, why events happened and the consequence/impact of the events.</p> <p>Begin to identify differences between ways of life at different times.</p> <p>With more confidence and independence, understand changes within living memory, identifying changes in national life.</p>	<p>With more confidence, ask and find out why events happened and why people did things, learning increasingly more about the everyday lives of people in the time studied.</p> <p>Begin to compare lives of people within the periods studied with our lives today.</p> <p>With support, begin to identify reasons for and results of people's actions, attempting to understand the motives of people living in the time.</p>	<p>Use evidence to reconstruct life in the time studied, beginning to identify differences within cultures.</p> <p>With support, compare and contrast the lives of people within the period studied with modern day life, understanding and recalling key features and events of the time studied.</p> <p>Look for links and effects in the time studied, offering reasonable explanations with some evidence.</p>	<p>Study different aspects of different people including differences between men and women.</p> <p>Confidently compare and contrast the lives of people within the period studied with modern day life, more deeply examining and exploring key features of the time studied.</p> <p>With confidence, identify links and use a range of evidence to support justifications.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Independently explore cause and effect, thoroughly support explanations with a wide range of evidence. Link knowledge gained from different periods.</p> <p>Know key dates, characters and events of times studied and empathise with their motives and adversity.</p>