



Granby Primary School

History Progression Document



		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
Year 1	Me, You, Us	<u>Chronological Understanding</u> Identify past events, present events, older and newer <u>Historical Knowledge and understanding</u> Talk about how people lived <u>Organisation and Communication</u> Use words connected with the passing of time old, new	<u>Chronological Understanding</u> Identify rooms and objects in a modern house and a Victorian house <u>Historical Knowledge and understanding</u> Discuss Victorian homes and the objects found there <u>Organisation and Communication</u> Label or name rooms and objects in a modern house and a Victorian house	
	Toys and Games	<u>Chronological Understanding</u> Identify past events, present events, older and newer Place artefacts on a timeline <u>Historical Knowledge and understanding</u> Recognise their own lives are different from the lives of people in the past <u>Historical Enquiry and Investigation</u> Observe or handle evidence to ask questions about an object or event <u>Organisation and Communication</u> Use words connected with the passing of time old, new	<u>Chronological Understanding</u> Identify differences in toys that they play with and those played with by their parents, grandparents and Victorian children. Sort into old and new. Place three artefacts [or images] on a timeline. <u>Historical Knowledge and understanding</u> Identify playground games and toys played with in the past <u>Historical Enquiry and Investigation</u> Handle toys that our parents or grandparents played with and ask questions about them. <u>Organisation and Communication</u> Look at and talk about the toys our parents, grandparents and Victorian children played with	Handle toys from the past Visit a toy museum



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Brilliant Britain	<p><u>Chronological Understanding</u> Identify past events, present events, older and newer</p>	<p><u>Chronological Understanding</u> Identify that the GFoL and the London Plague happened centuries ago – before...</p>	
	<p><u>Historical Knowledge and Understanding</u> Talk about major historical events</p>	<p><u>Historical Knowledge and Understanding</u> Use images and art to suggest what happened in the Great Fire of London Discuss what happened in the Plague</p>	
	<p><u>Historical Enquiry and interpretation</u> Observe or handle evidence to ask questions about an object or event.</p>	<p><u>Historical Enquiry and interpretation</u> Ask questions about images of the GFoL.</p>	
	<p><u>Organisation and Communication</u> Use words about time passing</p>	<p><u>Organisation and Communication</u> Write sentences about the GFoL using words such as a long time ago, in 1666, centuries ago. Create a poster about the Plague</p>	



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Where the Wild Things Are	<p><u>Chronological Understanding</u> Identify past events, present events, older and newer</p> <p><u>Historical Knowledge and Understanding</u> Talk about major historical events</p> <p><u>Historical Enquiry and interpretation</u> Observe or handle evidence to ask questions about an object or event.</p> <p><u>Organisation and Communication</u> Use words about time passing</p>	<p><u>Chronological Understanding</u> Understand that dinosaurs lived a long time ago</p> <p><u>Historical Knowledge and Understanding</u> Write about the importance of Mary Anning</p> <p><u>Historical Enquiry and interpretation</u> Explore fossil evidence and show an understanding of how we know about dinosaurs.</p> <p><u>Organisation and Communication</u> Talk about the fact that dinosaurs lived long ago. Answer questions to show what has been learnt about dinosaurs.</p>	<p>Carousel of activities to explore fossils</p>
Pirates	<p><u>Historical Knowledge and Understanding</u> Talk about how people lived</p>	<p><u>Historical Knowledge and Understanding</u> Identify information about pirates and how they lived. Recall facts about significant pirates. Recall facts about Grace Darling</p>	



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Year 2	Marvellous Me	<p><u>Chronological Understanding</u> Sequence events and historical figures, artefacts or events on a timeline</p> <p><u>Historical Knowledge and understanding</u> Show knowledge and understanding of some of the main events and people studied</p> <p><u>Historical Enquiry</u> Use artefacts, stories, pictures, online sources etc to find out about the past</p> <p><u>Organisation and Communication</u> Use words and phrases such as a long time ago, recently, when my parents were children, years, decades, centuries to describe the passing of time</p>	<p><u>Chronological Understanding</u> Sequence school objects on a timeline</p> <p><u>Historical Knowledge and understanding</u> Discuss and write facts about the life of Tanni Grey Thompson Role play events involving Rosa Parks and write an account Compare aspects of lives in different periods.</p> <p><u>Historical Enquiry</u> Explore school building, school archives and photos and discuss similarities differences and changes</p> <p><u>Organisation and Communication</u> Sort school objects into old and new and write sentences about how use has changed, including relevant time vocabulary.</p>	



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You are what you eat!	<p><u>Chronological Understanding</u> Recount changes that have happened in their own lives</p> <p>Sequence events and historical figures, artefacts or events on a timeline</p> <p><u>Historical Knowledge and understanding</u> Show knowledge and understanding of some of the main events and people studied</p> <p>Recount changes that have happened in their own lives and beyond</p> <p><u>Historical Enquiry and Interpretation</u> Use artefacts, stories, pictures, online sources etc to find out about the past</p> <p><u>Organisation and Communication</u> Use words and phrases such as a long time ago, recently, when my parents were children, years, decades, centuries to describe the passing of time and dates as appropriate</p>	<p><u>Chronological Understanding</u> What changes in shops or shopping have children seen in their own lives? New shops, closed down shops, etc.</p> <p>Put the events of Edith Cavell's life in order on a timeline</p> <p><u>Historical Knowledge and understanding</u> Discuss and write about the lives of Florence Nightingale, Edith Cavell and Mary Seacole.</p> <p>Write about the impact they had on hospitals and nursing hospitals and compare them.</p> <p><u>Historical Enquiry and interpretation</u> Use images of shops from the past to investigate how shopping has changed over time.</p> <p><u>Organisation and Communication</u> Passing of time and dates to be included in writing.</p>	



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Castles	<p><u>Chronological Understanding</u> Sequence events and historical figures, artefacts or events on a timeline</p> <p><u>Historical Knowledge and understanding</u> Recount changes that have happened in their own lives and beyond</p> <p>Show knowledge and understanding of some of the main events and people studied</p> <p><u>Historical Enquiry and interpretation</u> Use artefacts, stories, pictures, online sources etc to find out about the past Answer questions based on observation</p> <p>Identify some of the ways in which the past is represented</p> <p><u>Organisation and Communication</u> Use words and phrases such as a long time ago, recently, when my parents were children, years, decades, centuries to describe the passing of time and dates as appropriate</p>	<p><u>Chronological Understanding</u> Order pictures to show how castles have changed over time.</p> <p><u>Historical Knowledge and understanding</u> Explain how and why castles have changed over time</p> <p>Write a job advert to show understanding of the life of a knight Write facts about Richard III</p> <p><u>Historical Enquiry and interpretation</u> Answering questions based on observations about castles.</p> <p>Have a class debate about Richard III based on evidence</p> <p><u>Organisation and Communication</u> Passing of time and dates to be included in writing.</p>	Debate



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Year 3	How did we rediscover the wonders of Ancient Egypt	<p><u>Chronological Understanding</u> Put events in order on a timeline to show an understanding of chronology Understand AD and BC making links between other civilisations and time periods?</p> <p><u>Historical Knowledge and understanding</u> Give reasons for major changes</p> <p>Spot similarities and differences</p>	<p><u>Chronological Understanding</u> Place significant Ancient Egyptians events on a time line.</p> <p>Complete an overview of where and when the first civilizations appeared.</p> <p><u>Historical Knowledge and understanding</u> Understand why Ancient Egypt was placed around the River Nile</p> <p>Children draw and label 2 outfits of people. Now and then. Label Egyptian and say why they wore those clothes. Write a message in Hieroglyphics.</p>	



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		<p><u>Historical Enquiry and Interpretation</u> Ask historical questions</p> <p>Use evidence to describe a period of history</p> <p>Spot differences in two accounts of the same event</p> <p>Use sources to answer historical questions understanding the difference between primary and secondary sources</p> <p><u>Organisation and Communication</u> Present my findings using accurate terms and dates -</p>	<p><u>Historical Enquiry and Interpretation</u> Write about what they would like to find out about Ancient Egypt.</p> <p>Create a paragraph explaining why and how the pyramids were built. Children use evidence to gather information, e.g. they are given an image of the pyramids being built and annotate what evidence they can see to base their ideas on.</p> <p>Choose a piece of ‘photo’ evidence and explain what is happening. Discuss primary and secondary sources – Is this a real photo?</p> <p>Ask children to watch historical doc about Egyptians and what they wear from an archaeological dig and artefacts</p> <p><u>Organisation and Communication</u> Annotate a timeline and create an “All about Ancient Egypt” poster</p>	
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Who first lived in Britain?	Who first lived in Britain?	<p><u>Chronological Understanding</u> Put events in order on a timeline to show an understanding of chronology Understand AD and BC making links between other civilisations and time periods.</p> <p><u>Historical Knowledge and understanding</u> Give reasons for major changes</p> <p>Spot differences in two accounts of the same event, e.g. story, comic book, historical texts.</p> <p>Spot similarities and differences</p> <p><u>Historical Enquiry and Interpretation</u> Ask historical questions</p> <p>Use evidence to describe a period of history</p>	<p><u>Chronological Understanding</u> Order a timeline showing understanding of the time covered by prehistory</p> <p><u>Historical Knowledge and understanding</u> Explore how hunter gatherers acquired and prepared their food and clothing. Consider the change in use of animals. Sort into wild and domesticated.</p> <p>Draw a Stone Age house and compare with homes today.</p> <p><u>Historical Enquiry and Interpretation</u> What would you like to find out about the Stone Age? Children ask historical questions.</p> <p>Look at cave paintings to find out about the Stone Age Learn about the Stone Age through observation of artefacts Observe pictures of Neolithic settlements to consider changes. What would Stone Age man need to look for in a settlement.</p>	



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		<p>Use sources to answer historical questions, understanding the difference between primary and secondary sources</p> <p><u>Organisation and Communication</u> Present my findings using accurate terms and dates</p>	<p>Consider what Stonehenge would have been used for and the technology needed to build it</p> <p><u>Organisation and Communication</u> Create a presentation to show what has been learnt through the topic. Use terms such as Neolithic and dates.</p>	
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Year 4	What did the Romans ever do for me?	<p><u>Chronological understanding</u> Put events in order on a timeline which covers this country and abroad? Understand that history is divided into periods</p> <p><u>Historical knowledge and understanding</u> Give reasons for major changes using words such as technology and social? Understand that historical events have an impact on our lives today?</p>	<p><u>Chronological understanding</u> Create a time line which includes Stone Age, Bronze Age, Iron Age and important dates for the Roman Invasion. Include what was happening around the world e.g. pyramids built, Jesus dies, Colosseum built.</p> <p><u>Historical knowledge and understanding</u> Look at ways in which the Roman Invasion had an impact on life in Britain (roads, central heating, religion etc.) Which changes were social/technological? Roman soldiers weapons.</p> <p>Why did the Romans invade lesson? Compare invasion and settlement. Look at the invasion from different perspectives. Link to Boudicca.</p> <p>Investigate two versions of a description of Boudicca. Compare images to comment on which is more accurate.</p> <p><u>Organisation and communication</u> Create a leaflet containing learning that has taken place.</p>	<p>Active timeline</p> <p>Invade a classroom</p> <p>Make shields and use them</p> <p>Iron Age workshop Act like a historian</p>



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	<p><u>Historical Enquiry and interpretation</u> With help choose reliable sources of evidence and justify my ideas to answer questions?</p> <p>Ask specific historical questions?</p> <p>Recognise that there are differences in historical accounts and understand why?</p> <p><u>Organisation and communication</u> Present findings in a variety of ways using accurate dates and terms such as deduce and evidence</p>	<p><u>Historical enquiry and interpretation</u> Handle Iron Age sources for introduction to the topic. What do these tell us about life?</p> <p>Explore life in Roman Leicester by asking questions about articles found by archaeologists.</p> <p>Write 3 historically based questions that we would like to answer during the topic.</p>	<p>Sketch Boudicca Rotten Romans</p> <p>Creative interpretations</p>
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Did the Ancient Greeks change the world?	<p><u>Chronological Understanding</u> Put events in order on a timeline which covers this country and abroad</p>	<p><u>Chronological Understanding</u> Order a timeline showing the main events of the Greek period. Compare dates of events in other parts of the world.</p>	Human timeline
	<p><u>Historical Knowledge and understanding</u> Understand that historical events have an impact on our lives today</p> <p>Give reasons for and results of major changes using words such as social and technological</p>	<p><u>Historical Knowledge and understanding</u> Compare modern democracy with that of Ancient Greece</p> <p>Poster showing impact of the Ancient Greeks on our lives</p>	<p>Hold a debate</p> <p>Poster</p>
	<p><u>Historical Enquiry and Interpretation</u> With help choose reliable sources of evidence to ask questions and justify my ideas</p> <p>Ask specific historical questions</p> <p>Recognise that there are differences in historical accounts and understand why Look at a variety of accounts, e.g. story, comic book, historical text, film.</p>	<p><u>Historical Enquiry and Interpretation</u> Look at pots to find out about the Olympic Games in Ancient Greece</p> <p>Look at photos of artefacts to discuss the Trojan War. Act out the story.</p> <p>Use images of Hoplites and create questions to find out more information. Ask questions about school in Ancient Greece. Take part in a school day.</p> <p>Discuss the main Persian wars looking at evidence. Write a newspaper headline from the point of view of the Spartans and the Persians,</p>	<p>Create own Olympics or play the Olympic board game Drama</p> <p>Going to a Greek school</p>



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		<p><u>Organisation and Communication</u> Present findings in a variety of ways using accurate dates and terms such as deduce and evidence</p>	<p><u>Organisation and Communication</u> Plan a story based on Greek myths using a storyboard Create a poster (or other method) to show the ways in which the Ancient Greeks contributed to our lives today.</p>	<p>Opportunity for creative interpretation</p>
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Year 5	Were the Anglo Saxons really Smashing?	<p><u>Chronological Understanding</u> Put events in order on a timeline with reference to what was happening in the wider world Accurately place events within the correct period of history</p> <p><u>Historical Knowledge and understanding</u> Suggest causes and consequences of events and changes using technical vocabulary</p> <p>Suggest causes and consequences of events and changes using technical vocabulary</p> <p>Understand the impact that history has on our lives today Give personal reasons why changes have occurred and back this up with evidence</p>	<p><u>Chronological Understanding</u> Children try to place Anglo Saxon period on a timeline in relation to other major periods in British history.</p> <p><u>Historical Knowledge and understanding</u> Children to write a short paragraph stating their understanding of why the Anglo-Saxons came to Britain</p> <p>Children complete an Anglo Saxon passport, explaining how and why they came to Britain, what they would have brought with them and what job they would have had. Children can draw and colour a village or work together in different roles to create a model village as a class.</p> <p>Children match up the place names and meanings of 5 places then find other examples of place names with the same root meanings. Then they label these on a map of Britain.</p>	<p>Create a passport</p> <p>Create a village</p>



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	Is the way we catch and punish criminal better now or then?	<p><u>Chronological Understanding</u> Accurately place events within the correct period of history.</p> <p><u>Historical Knowledge and understanding</u> Understand the impact that history has on our lives today</p> <p>Suggest causes and consequences of events and changes using technical vocabulary</p> <p>Give personal reasons why changes have occurred and back this up with evidence</p> <p><u>Historical Enquiry and Interpretation</u> Choose reliable sources of evidence</p>	<p><u>Chronological Understanding</u> Sort crimes and punishments into correct time period. Use at the beginning and end of the topic.</p> <p><u>Historical Knowledge and understanding</u> Look at the legacy of the Romans in the justice system. Act out the case of Goldilocks to show how a court operates.</p> <p>Compare images of prisons to understand how prison reform impacts the life of criminals today.</p> <p>Use a classroom crime scene to discuss crime prevention and detection today. Write about which time period these originated in.</p> <p>Discuss the changes and the reasons behind them in the Anglo Saxon era. Create a mind map to show this.</p> <p>Use the Nation Archives to investigate child criminals in the Victorian era.</p> <p><u>Historical Enquiry and Interpretation</u> Using images children choose a reliable source of evidence for punishment in Tudor times. They annotate with inferences and questions.</p>	<p>Drama</p> <p>Investigate sources</p> <p>Crime scene Community police officer</p> <p>Teacher in role</p>
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		<p>Recognise that there are differences in historical accounts and understand why Ask historical questions realising that there may not be a single answer</p> <p><u>Organisation and Communication</u> Use literacy, numeracy and computing skills to communicate information about the past showing a depth of understanding Use technical vocabulary</p>	<p>Answer questions about Dick Turpin by investigating different sources.</p> <p><u>Organisation and Communication</u> Use literacy, maths and computing skills to create a presentation about what has been learned through the topic.</p>	<p>Horrible Histories song</p>
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		<u>Intent</u> Objectives; Skills; Knowledge	<u>Implementation</u> Teaching; Activities	Enrichment
Year 6	WW1: How did the events of The First World war impact on the people of Aylestone and Granby Road School?	<p><u>Chronological Understanding</u> Put events, periods and cultural movements in order on a timeline with reference to what was happening in the wider world Accurately place events within the correct period of history</p> <p><u>Historical Knowledge and understanding</u> Demonstrate changes and developments in culture, technology, religion and society</p> <p><u>Historical Enquiry and Interpretation</u> Independently choose reliable sources of evidence and justify my choice Evaluate evidence to choose the most reliable forms Know that people have a point of view and this affects their interpretation of the past (bias)</p>	<p><u>Chronological Understanding</u> Create a timeline using key dates and events.</p> <p><u>Historical Knowledge and understanding</u> Explain, using words and pictures what happened in the Battle of the Somme Following a discussion, pupils explain the role of women of children in Britain during the period of the Great War. A written explanation of the role of women and children</p> <p><u>Historical Enquiry and Interpretation</u> Use a variety of information to produce a newspaper article about the assassination of Franz Ferdinand. Which evidence is most reliable? Pupils study primary source materials (War memorial/ newspaper articles/ registers/ punishment books) to learn something about soldiers who died in the Great War that attended Granby. Using the CWGC website research the names of at least one soldier, writing what is discovered in books. Use the book created about the soldiers to add additional information.</p>	Personal connection with the locality



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		<p><u>Organisation and Communication</u> When answering questions use key vocabulary of the time to show understanding of the period Use original ways to present information and ideas</p>	<p>Pupils discuss what it is like to live in the trenches, and how sharing this information in letters home would make their families feel. Using a photocopy of a letter, redact any information which would give away military information, or reveal the true horror of the situation. Pupils will write an explanation about why this needed to happen.</p> <p><u>Organisation and Communication</u> Create a timeline using key dates and events. Explain, using words and pictures what happened in the Battle of the Somme A written explanation of the role of women and children Produce a newspaper article about the assassination of Franz Ferdinand. Record findings about a soldier</p>	<p>Reality of source materials</p>
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Vikings: Did the Vikings successfully invade England?	<p><u>Chronological Understanding</u> Put events, periods and cultural movements in order on a timeline with reference to what was happening in the wider world Accurately place events within the correct period of history</p> <p><u>Historical Knowledge and understanding</u> Demonstrate changes and developments in culture, technology, religion and society</p> <p><u>Historical Enquiry and Interpretation</u> Independently choose reliable sources of evidence and justify my choice Evaluate evidence to choose the most reliable forms Know that people have a point of view and this affects their interpretation of the past (bias)</p> <p><u>Organisation and Communication</u> When answering questions use key vocabulary of the time to show understanding of the period Use original ways to present information and ideas</p>	<p><u>Chronological Understanding</u> Present pupils with information about conflicts between Anglo-Saxon kings and Kingdoms, and explain how the Vikings were defeated. Link with what happened before and after and with the wider world.</p> <p><u>Historical Knowledge and understanding</u> Understand the different invasions and Danelaw Label a UK map with Viking place names. Understand the impact of the Vikings on early boat design techniques.</p> <p><u>Historical Enquiry and Interpretation</u> Meet a Viking, ask questions and examine artefacts Examine different elements of Viking society which led them to be successful warriors:</p> <p><u>Organisation and Communication</u> A written explanation of Viking settlers in Britain, explaining how and why different family members arrived In the UK, where they lived and what they did. Pupils write their own poem, using key historical facts to explain what Danelaw and Danegeld were.</p>	Viking Day
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Were the Mayans a successful civilization	<p><u>Chronological Understanding</u> Put events, periods and cultural movements in order on a timeline with reference to what was happening in the wider world Accurately place events within the correct period of history</p>	<p><u>Chronological Understanding</u> Discuss when and where the Maya lived Compare timelines of Maya and Anglo Saxons and their achievements</p>	Role Play
	<p><u>Historical Knowledge and understanding</u> Demonstrate changes and developments in culture, technology, religion and society</p>	<p><u>Historical Knowledge and understanding</u> Research and prepare an information page on an aspect of Maya life. Role play invasions comparing the Norman Conquest to the Spanish invasion of the Maya Evaluate the importance of the Maya</p>	
	<p><u>Historical Enquiry and Interpretation</u> Independently choose reliable sources of evidence and justify my choice Evaluate evidence to choose the most reliable forms Know that people have a point of view and this affects their interpretation of the past (bias)</p>	<p><u>Historical Enquiry and investigation</u> Consider sources of evidence and carry out the Historical picture study to answer questions about the Maya.</p>	
	<p><u>Organisation and Communication</u> When answering questions I can use key vocabulary of the time to show understanding of the period Use original ways to present information and ideas</p>	<p><u>Organisation and Communication</u> Children to choose how best to record their learning.</p>	