

OBS HISTORY PROGRESSION



KEY SKILLS: Chronological understanding Range and depth of historical knowledge Interpretations of history Historical enquiry Organisation and communication	KEY THEMES: Empire Democracy Everyday life Technology
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EARLY LEARNING GOALS

Past and Present.

- Talk about the lives of the people around them and their roles in society.
- 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.

At Old Basford School we use Development Matters, Birth to Five Matters and the Early Learning Goals as guidance to support the carefully planned curriculum we have designed and created especially for the children in our school community. These documents provide an overview of how children learn and develop and they guide our team to make informed decisions based on what each individual child needs to learn and be able to do next.

[Understanding the World \(Summary of Statutory Educational Programme\)](#)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

[Continuous Provision](#)

In continuous provision, children will: have the opportunity to act out scenarios from their immediate history linked to home life situations. They will use books to learn about characters and times from the past. They will use puppets and small world characters to act out stories from the past and begin to use vocabulary in their play to support the development of their knowledge of past and present.

[Focused Learning](#)

Understanding the World						
Science / Geography / History / RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills N1						
N2						
Reception Skills		To find out about some important figures from the past.	To find out about some important figures from the past.		To find out about some important figures from the past.	
Nursery Knowledge						
N1						
N2						
Reception Knowledge		To know about some important figures from the past	To know about some important figures from the past.		To know about some important figures from the past.	
Key Vocabulary	Tier 1: H: Historical	H: old, new, today, yesterday, tomorrow	H: old, new	H: old, new, today, yesterday, tomorrow	H: old, new	H: old, new, today, yesterday, tomorrow

	Tier 2: H: Historical	H: same, different, change	H: same, different, change, order	H: same, different, change,		H: same, different, change	
	Tier 3: H: Historical	H: past, present	H: past, present, fact, fiction, artefacts, modern, research	H: past, present, future, fact, fiction, research	G: continent, city, country, atlas, globe, travel	H: past, present, fact, fiction,	H: past, present, future,

TRIPS AND EXPERIENCES:

Watching caterpillars grow

TRIPS AND EXPERIENCES:

Tadpole changes
Visits from 'people who help us'
Pancake day
Bonfire Night

YEAR 1

AUT 1: SUPER ME	AUT 2: THE NIGHT ADVENTURE	SPR 1: A TOY STORY	SPR 2: KNIGHTS OF BASFORD	SUM 1: GROW YOUR OWN	SUMMER 2: AROUND THE WORLD
	*events beyond living memory that are significant nationally or globally (Guy Fawkes- Bonfire Night)	*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	* the lives of significant individuals in the past who have contributed to national and international achievements. *significant historical events, people and places in their own locality. (Nottingham Castle & Robin Hood)		
	*They know and recount episodes from stories about the past. *Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...	* Sequence events in their life (eg. baby-child toys/ chronology of teddies) *Match objects to people of different ages. *Find answers to simple questions about the past from sources of information e.g. artefacts. *Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...	*Recognise the difference between past and present in their own and others' lives. *They know and recount episodes from stories about the past. *Use stories to encourage children to distinguish between fact and fiction. *Find answers to simple questions about the past from sources of information e.g. artefacts. *Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...		
	TRIPS AND EXPERIENCES: Bonfire Night Wow day		TRIPS AND EXPERIENCES: Nottingham Castle		
	DIVERSE LINKS Diwali/ Hannukah celebrations	DIVERSE LINKS Toys around the world	DIVERSE LINKS	DIVERSE LINKS	DIVERSE LINKS

YEAR 2					
AUT 1: INTO THE WOODS	AUT 2: BLAST OFF!	SPR 1: ON SAFARI	SPR 2: MARVELLOUS MEDICINE	SUMMER 2: FUN OUTDOORS	SUM 1: LIGHTHOUSE KEEPER
	<p>*events beyond living memory that are significant nationally or globally (Moon landing)</p> <p>* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Neil Armstrong/ Tim Peake/ Katherine Johnson)</p>		<p>*events beyond living memory that are significant nationally or globally</p> <p>* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Florence Nightingale/ Mary Seacole/ Jesse Boot)</p>		<p>*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (seaside)</p>
	<p>*Describe memories of key events in lives.</p> <p>*Use a source – observe or handle sources to answer questions about the past based on simple observations.</p> <p>*Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...</p>		<p>*Describe memories of key events in lives.</p> <p>*Compare 2 versions of a past event.</p> <p>*Compare pictures or photographs of people or events in the past.</p> <p>* Discuss reliability of photos/ accounts/ stories.</p> <p>*Use a source – observe or handle sources to answer questions about the past based on simple observations.</p> <p>*Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...</p>		<p>*Recognise why people did things, why events happened and what happened as a result.</p> <p>*Identify differences between ways of life at different times.</p> <p>*Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...</p>
			<p>TRIPS AND EXPERIENCES: Visit from nurse (comparison to Florence Nightingale)</p>		
<u>DIVERSE LINKS</u>	<u>DIVERSE LINKS</u> Katherine Johnson	<u>DIVERSE LINKS</u>	<u>DIVERSE LINKS</u> Mary Seacole	<u>DIVERSE LINKS</u>	<u>DIVERSE LINKS</u>

YEAR 3

AUT 1: IRON AGE TO STONE AGE	AUT 2: EXTREME EARTH	SPR 1: SUPER SCIENCE	SPR 2: WHAT MAKES BRITAIN GREAT	SUM 1: IT'S A WONDERFUL LIFE	SUMMER 2: ANCIENT EGYPT
<p>*changes in Britain from <u>the Stone Age to the Iron Age</u> (non-statutory)</p> <p>*late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>*Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>*Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><u>THEMES</u> EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>			<p>*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The monarchy- Elizabeth II)</p> <p><u>THEMES</u> EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>		<p>*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study: <u>Ancient Egypt</u></p> <p><u>THEMES</u> EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>
<p>*Place the time studied on a time line.</p> <p>*Use dates and terms related to the study unit and passing of time (use BC/AD).</p> <p>*Sequence several events or artefacts.</p> <p>*Find out about everyday lives of people in time studied and compare with our life today.</p> <p>*Identify reasons for and results of people's actions.</p> <p>*Understand why people may have wanted to do something.</p> <p>*Identify and give reasons for different ways in which the past is represented.</p> <p>*Distinguish between different sources</p> <p>*Observe small details about artefacts, pictures, etc.</p> <p>*Begin to use the library or internet for research.</p> <p>*Communicate their knowledge through:</p> <p>Discussion...</p> <p>Drawing pictures...</p> <p>Drama/role play...</p> <p>Making models...</p> <p>Writing...</p> <p>Using ICT...</p>			<p>*Place the time studied on a time line.</p> <p>*Use dates and terms related to the study unit and passing of time (use BC/AD).</p> <p>*Sequence several events or artefacts.</p> <p>*Identify reasons for and results of people's actions.</p> <p>*Begin to use the library or internet for research.</p>		<p>*Place the time studied on a time line.</p> <p>*Use dates and terms related to the study unit and passing of time (use BC/AD).</p> <p>* Sequence several events or artefacts</p> <p>*Find out about everyday lives of people in time studied and compare with our life today</p> <p>* Identify reasons for and results of people's actions.</p> <p>*Understand why people may have wanted to do something.</p> <p>*Identify and give reasons for different ways in which the past is represented.</p> <p>*Distinguish between different sources</p> <p>*Observe small details about artefacts, pictures, etc.</p> <p>*Begin to use the library or internet for research.</p> <p>*Communicate their knowledge through:</p> <p>Discussion...</p> <p>Drawing pictures...</p> <p>Drama/role play...</p> <p>Making models...</p> <p>Writing...</p> <p>Using ICT...</p>

TRIPS AND EXPERIENCES: Visit to Cresswell Crags Archaeological dig					
DIVERSE LINKS	DIVERSE LINKS	DIVERSE LINKS	DIVERSE LINKS Community food Kenneh- Mason family Marcus Rashford- football team	DIVERSE LINKS	DIVERSE LINKS

YEAR 4

AUT 1: FLASHES AND BANGS	AUT 2: RAMPAGING ROMANS	SPR 1: INVADERS & SETTLERS	SPR 2: RUMBLE IN THE JUNGLE	SUMMER 1: TEETH TO TOILET	SUM 2: VIVA ESPAGNA
	<p><u>the Roman Empire and its impact on Britain</u> *British resistance, for example, Boudica *‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>THEMES EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>	<p><u>Britain’s settlement by Anglo-Saxons and Scots</u> * Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture</p> <p><u>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> * Viking raids and invasion</p> <p>THEMES EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>	<p>(DEFORESTATION- changes in the rainforest over time)</p>		
	<p>*Place events from period studied on a time line. *Use terms related to the period and begin to date events (use BC/AD). *Use evidence and find out about everyday lives of people of the time studied and compare with our lives today. *Identify key features and events of time studied. *Look for links and effects in time studied. *Offer a reasonable explanation for some events. * Begin to evaluate different sources *Ask a variety of questions. *Use the library or internet for research. *Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...</p>	<p>*Place events from period studied on a time line. *Use terms related to the period and begin to date events (use BC/AD). *Use evidence and find out about everyday lives of people of the time studied and compare with our lives today. *Identify key features and events of time studied. *Look for links and effects in time studied. *Offer a reasonable explanation for some events</p> <p>*Begin to evaluate different sources (compare accounts of Boudicca). *Ask a variety of questions. *Use the library or internet for research. *Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models...</p>	<p>*Use evidence to build up a picture</p>		

	Recall, select and organise historical information.	Writing... Using ICT... Recall, select and organise historical information.			
	TRIPS AND EXPERIENCES: Roman wow day	TRIPS AND EXPERIENCES: Visit to Yorvik Centre Viking Wow day			
DIVERSE LINKS	DIVERSE LINKS Emperor Septimus Severus- African Roman emperor who came to GB to help build Hadrian's wall. The Ivory Bangle Lady	DIVERSE LINKS	DIVERSE LINKS	DIVERSE LINKS	DIVERSE LINKS

YEAR 5

AUT 1: BASFORD & BULWELL BYGONES	AUT 2: SPACE	SPR 1: SAVE OUR PLANET	SPR 2: ANCIENT GREECE	SUM 1: THE ARCTIC	SUMMER 2: LIFE CYCLES
<p>*a local history study- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>THEMES EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>	<p>*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (significant individuals)</p>		<p>*Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>THEMES EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>		
<p>*Know and sequence key events of time studied.</p> <p>*Use relevant terms and period labels.</p> <p>*Make comparisons between different times in the past.</p> <p>*Study different aspects of people's everyday lives.</p> <p>*Examine causes and results of great events and the impact on people.</p> <p>*Compare life to present day.</p> <p>*Compare accounts of events from different sources – fact or fiction (PATHE recordings)</p> <p>*Begin to identify primary and secondary sources.</p> <p>*Use the library or internet for research with increasing confidence.</p> <p>*Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing...</p>	<p>*Study different aspects of different people – e.g. differences between men and women.</p>		<p>*Know and sequence key events of time studied.</p> <p>*Use relevant terms and period labels.</p> <p>*Make comparisons between different times in the past.</p> <p>*Study different aspects of people's everyday lives.</p> <p>*Examine causes and results of great events and the impact on people.</p> <p>*Compare life to present day.</p> <p>*Compare accounts of events from different sources – fact or fiction (linked to shared reading)</p> <p>*Begin to identify primary and secondary sources.</p> <p>*Use the library or internet for research with increasing confidence.</p> <p>*Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing...</p>		

Using ICT... Recall, select and organise historical information.			Using ICT... Recall, select and organise historical information.		
TRIPS AND EXPERIENCES: Visit to Theatre Royal and Playhouse Trip to Goose Fair Clover Green Visit			TRIPS AND EXPERIENCES: Ancient Greece Wow day Greek Olympic Day		
DIVERSE LINKS Travelling community	DIVERSE LINKS Mae C Jemison Guion Bluford	DIVERSE LINKS	DIVERSE LINKS	DIVERSE LINKS	DIVERSE LINKS

YEAR 6

AUT 1: CASTAWAY	AUT 1: BEATS & BREATH	SPR 1: WORLD WAR II	SPRING 2: MAYAN MYSTERIES	SUM 1: SURVIVAL OF THE FITTEST	SUM 2: CASTAWAY
		<p>*a study of aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII)</p> <p>THEMES EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>	<p>*a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>THEMES EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>		<p>*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Transatlantic slave trade/ Windrush)</p> <p>THEMES EMPIRE/ DEMOCRACY/ EVERYDAY LIFE/ TECHNOLOGY</p>
		<p>*Place current study on time line in relation to other studies.</p> <p>*Use relevant dates and terms.</p> <p>*Make comparisons between different times in the past (invasion & empire).</p> <p>*Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>*Be aware that different evidence will lead to different conclusions.</p> <p>*Confidently use the library or internet for research.</p> <p>*Be curious and questions about the subject</p> <p>*Recognise primary and secondary sources.</p> <p>*Use a range of sources to find out about an aspect of time past.</p> <p>* Bring knowledge gathered from several sources together in a fluent account.</p> <p>*Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play...</p>	<p>*Place current study on time line in relation to other studies (Y3-Y5).</p> <p>*Use relevant dates and terms.</p> <p>*Make comparisons between different places in the world during the same era (Anglo- Saxons/ Vikings/ Romans).</p> <p>*Find out about people's beliefs, behaviour and characteristics in their everyday lives</p> <p>*Link sources and work out how conclusions were arrived at.</p> <p>*Be aware that different evidence will lead to different conclusions.</p> <p>*Confidently use the library or internet for independent research.</p> <p>*Be curious and questions about the subject</p> <p>*Recognise primary and secondary sources.</p> <p>*Use a range of sources to find out about an aspect of time past.</p> <p>*Bring knowledge gathered from several sources together in a fluent account.</p> <p>*Communicate their knowledge through: Discussion...</p>		<p>*Place current study on time line in relation to other studies.</p> <p>*Use relevant dates and terms.</p> <p>*Make comparisons between different times in the past (slave trade/ migrants).</p> <p>*Find out about people's beliefs, behaviour and characteristics in their everyday lives</p> <p>*Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>*Link sources and work out how conclusions were arrived at.</p> <p>*Confidently use the library or internet for independent research.</p> <p>*Recognise primary and secondary sources.</p> <p>*Use a range of sources to find out about an aspect of time past.</p> <p>*Bring knowledge gathered from several sources together in a fluent account.</p> <p>*Communicate their knowledge through: Discussion... Drawing pictures...</p>

		<p>Making models... Writing... Using ICT... Recall, select and organise historical information.</p>	<p>Drawing pictures... Drama/role play... Making models... Writing... Using ICT... Recall, select and organise historical information.</p>		<p>Drama/role play... Making models... Writing... Using ICT... Recall, select and organise historical information.</p>
<u>TRIPS AND EXPERIENCES:</u>	<u>TRIPS AND EXPERIENCES:</u>	<u>TRIPS AND EXPERIENCES:</u> Visit to Holocaust Centre	<u>TRIPS AND EXPERIENCES:</u> Mayan Workshop		<u>TRIPS AND EXPERIENCES:</u>
<u>DIVERSE LINKS</u>	<u>DIVERSE LINKS</u>	<u>DIVERSE LINKS</u> Eric Irons- Jamaican RAF pilot with Nottingham links. WW2 biographies- Black Heroes (literacy link) LILIAN BADER	<u>DIVERSE LINKS</u>	<u>DIVERSE LINKS</u>	<u>DIVERSE LINKS</u> Windrush Boy- Benjamin Zephaniah Eric Irons Bernard Hoyes (art