

Bearnes History Progression Document 2022/2023

Oaks (Early Years)

History in the Foundation Stage is covered in the 'Understanding the World' area of the EYFS curriculum. It is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

Below is a short overview of science in EYFS – please see the EYFS Curriculum area for more information

Examples - What might you see?

- Noticing seasonal changes
- Talking about daily or weekly routines
- Role playing special events e.g. coronation
- Using language /vocabulary connected with the passing of time
- Reading stories about how things change or the past
- Recounting personal memories
- Talking about how they have changed since they were a baby

Early Learning Goal – Understanding the World: Past and Present

As part of the Early Years framework, children at the expected level of development will:

- 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.

CHESTNUTS (Yr1 & Yr2)

	Autumn 1	Spring 1	Summer 1
Year A	Who is the greatest history maker?	Why was Charles sent to prison?	Why is the history of my locality important? (Why was one of Britains largest prisons built in the middle of Dartmoor? (Dartmoor Prison and Napoleonic wars)
	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally 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
Year B (2022/2023)	How do our favourite toys and games compare to those of children in the 1960's?	Why do we know so much about where Sappho used to live?	What does it take to become a great explorer?
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements

SYCAMORES (Yr3 & Yr4)

	Autumn 1	Spring 1	Summer 1
Year A	How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want in Britain and how did Alfred help stop them getting in?
	Pupils should be taught about: <ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	Pupils should be taught about: <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	Pupils should be taught about: <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Year B (2022/2023)	How did the lives of the ancient Britons change during the Stone Age?	What is the secret of the Standing Stones? (Bronze Age)	How do artefacts help us understand the lives of people in Iron Age Briton?
	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age

REDWOODS (Yr5 & Yr6)

	Autumn 1	Spring 1	Summer 1
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Year A	Why did Britain once rule the largest empire the world has ever seen?	Why is the history of Dartmoor significant? Incl Anglo-Saxon	Why did the ancient Maya change their way of life?
	Pupils should be taught about: <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	Pupils should be taught about: <ul style="list-style-type: none"> 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) 	Pupils should be taught about: <ul style="list-style-type: none"> 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.
Year B (2022/2023)	How did a pile of dragon bones help solve an Ancient Chinese mystery?	Why was winning the Battle of Britain in 1940 so important?	The story of The Trojan Horse: historical fact, legend or classical myth?
	Pupils should be taught about: <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	Pupils should be taught about: <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	Pupils should be taught about: <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world