



At Abbey Village, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence our mixed age curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

Early years Foundation Stage Understanding the World

Early Learning Goal 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

History progression	Foundation Sequence towards KS1	Year 1,2 Sequence towards Lower KS2	Year 3,4 Sequence towards Upper KS2	year 5,6
Chronology	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past • Be curious about people and show interest in stories. • Answer how and why questions about stories and events 	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time • sequence events or objects in chronological order • sequence artefacts closer together in time • sequence events. • sequence photos etc. from different periods of their life describe memories of key events in lives • Identify similarities and differences between periods 	<ul style="list-style-type: none"> • place the time studied on a time line • sequence events or artefacts use dates related to the passing of time • place events from period studied on a time line • use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • sequence up to ten events on a time line (Y6) • know and sequence key events of time studied use relevant terms and periods/ labels • relate current studies to previous studies • make comparisons between different times in history

Progression in History

<p>Events , people and changes</p>	<ul style="list-style-type: none"> • Encourage children to share picture of their family and talk about them. • Frequently share texts, images and oral stories that help to develop an understanding of the past and present. • Talk about people that the children may have come across in their community, such as the police, fire service, doctors and teachers. • Learn about the lives of some people in the past through books and storytelling (including their own family members). 	<ul style="list-style-type: none"> • To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. • Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. • Use simple stories and other sources to show that they know and understand key features of events. 	<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> • Understanding <i>some</i> of the ways in which people’s lives have shaped this nation. • Describing how Britain has influenced and been influenced by the wider world. • Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> • Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. • Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. • Establishing a narrative showing connections and trends within and across periods of study. • Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. • Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
<p>Communication</p>	<ul style="list-style-type: none"> • Talk about events in their own experiences that are important to them. • Know and recount episodes from their own past. • Talk about things they did at the weekend, yesterday, this morning... • Recount an event, verbally and written. • Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play 	<ul style="list-style-type: none"> • Understand and use simple historical concepts such as now/then and same/different. • To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). • Understand historical concepts and use them to make simple connections and draw contrasts. 	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. • Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 	<ul style="list-style-type: none"> • Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. • Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.



	and stories.			
Enquiry Interpretation and using sources	<ul style="list-style-type: none"> Children are presented with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands on experiences such as visiting a local area that has historical importance. Show images of familiar situations in the past such as homes, schools and transport. Sort artefacts into 'old' and 'new'. 	<ul style="list-style-type: none"> Identify some of the <i>basic</i> ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>). Use sources to answer <i>simple</i> questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others. Use sources to answer <i>simple</i> questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.

Progression in vocabulary						
Key terms and concepts						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
old	when I was little	living memory	artefact	enquiry	enquiry	line of enquiry

Progression in History

new past long ago yesterday today this week last week at the weekend this morning last night grandparent great-grandparent remember	then/now sequence in the past before/after timeline year invention memory object significant anniversary family tree	past/present source before I was born after I was born similar difference significant famous modern ancient date order opinion older generation younger generation investigate clues achievement	historical events century decade millennium research historian era/period locality enquiry version civilisation archaeologist excavate evidence commemorate events	BCE/AD chronological order "the bigger picture" links/contrasts feature CSQ (claim, support, question) change cause and effect first hand evidence second hand evidence shaped our lives historical viewpoint point of view 'perhaps' 'might be' culture	significance historical claim continuity and change cause and consequence influence legacy hypothesis inference reliability bias primary source secondary source way of life 'this suggests' reputation democracy	comparison trends impact interpretation historically valid society major influence world history balanced argument advancement 'you could infer' turning point eye witness diversity one sided stereotype propaganda duration
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History Vocabulary
Topic specific vocabulary Key Stage 1- Year 1 and 2

Sunnyhurst	Sunnyhurst	Sunnyhurst	Anglezarke	Anglezarke	Anglezarke	
Are iPads more fun than your grandparents' toys?	What was Blackpool like in the past?	How have people like Rosa Parks made the world a safer place?	Great fire of London	Christopher Columbus/ Neil Armstrong Y2	Local history study Railways and their impact	
plastic wooden Victorian mechanical	bathing machine Punch and Judy steam train pier	contribution women American activist Civil rights	Samuel Pepys King Charles II Pudding Lane 1666	continent explorer voyage discovery	Steam train Lancashire Union Railway Nearby stations	

Progression in History

rich/poor electronic museum technology playground games	entertainment trams Blackpool tower	Rosa Parks The freedom movement prejudice discrimination comparison contrast famous significant	London River Thames diary leather bucket monument thatched fire hook rebuild bakery cart	astronaut navigation famous/significant achievement native NASA mission	Withnel, I Heapey Feniscowles, Pleasington, mill locality industrial revolution industrial past cotton trade textiles manufacture change settlement spinning and weaving treatment working conditions	
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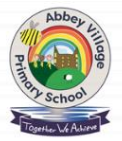
History Vocabulary						
Topic specific vocabulary Key Stage 2						
Anglezarke						
Local history study Railways and their impact						
Steam train Lancashire Union Railway Nearby stations Withnel, I Heapey Feniscowles, Pleasington, mill						



locality industrial revolution industrial past cotton trade textiles manufacture change settlement spinning and weaving treatment working conditions						
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History Vocabulary							
Topic specific vocabulary Key Stage 2 Year 4/5/6							
Roddlesworth	Roddlesworth	Roddlesworth	Roddlesworth	Roddlesworth	Roddlesworth	Roddlesworth	Roddlesworth
Significant events in history Slavery	Ancient Greece	Britain's settlement by the Anglo Saxons and Vikings Chronology to 1066	Stone age to 1066 chronology	Roman Britain	World war 2	Ancient Egyptians	The Mayan civilisation
Slavery Slave auctions Transportation William Wilberforce Treatment Trade Society Limits Freedom Enslaved	Empire vase Olympics democracy citizen worship column architecture Parthenon philosopher hoplite	Angles/Saxons Jutes rune Sutton Hoo Alfred the Great religion Invasion dark ages middle ages mediaeval Christianity longboat	Prehistoric/prehistory earliest cave paintings Neanderthal Skara Brae Stone Age/Bronze Age/Iron Age round houses hill forts Neolithic Mesolithic	Empire Conquer Gladiator Mosaic Slave emperor centurion legionary villa invasion army	Invasion democracy dictator Adolf Hitler Nazi Party allies parliament nation Winston Churchill Anderson shelter gas mask	Civilisation Shang Dynasty/Ancient Sumer/Indus Valley Ancient Egypt canopic jar mummification sarcophagus River Nile Settlement Sacrifice	Chichén Itzá Mesoamerica settlements underworld hierarchy cacao maize pok-ta-pot number system sophisticated calendar political system

- Don't give up
- Try new things
- Respect others
- Concentrate
- Be motivated
- Improve
- Imagine
- Push yourself



Progression in History

Civilization Rebellion Exploitation Empire Colony	Spartans Athenians legacy myth beliefs Grecian God/Goddesses	longhouse raid trade Pagan Valhalla	Paleolithic Settlement hunter gatherer farming Stonehenge Tools flint mines nomad tribe	advanced Celts Boudicca rebellion tribe Colosseum God/Goddesses	rationing evacuee propaganda blitz conflict home front dig for victory the war effort Land Girls The Homeguard D-Day	pharaoh Sphinx Tutankhamen hieroglyphics scribe hierarchy papyrus beliefs afterlife shaduf pyramid Gods/Goddesses	religious people civilization drought culture beliefs sacrifice society decline
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