

## Hayfield Lane History Progression Framework (to be used in conjunction with the History Overview)

Development Matters/ National Curriculum Statements	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about the lives of people around them and their roles in society</p> <p>Understand where people and events fit into a chronological framework (including characteristic features of periods)</p> <p>Developing a chronologically secure knowledge and understanding (including characteristic features of periods-cultural, economic, military, political, religious, social)</p> <p>Every year group should use age-appropriate timelines across and within periods to support in meeting these objectives</p>	<p>Make connections between the features of their family and other families (0-3)</p> <p>Begin to make sense of their own life-story and family's history (F1)</p> <p>Talk about members of their immediate family and community (F2)</p> <p>Name and describe people who are familiar to them (F2)</p>	<p>Describe differences between themselves as a baby and as they are now</p> <p>Sequence images of themselves as a baby, toddler and infant and describe differences</p> <p>Use simple timelines to sequence processes and events within own experience</p> <p>Retell a familiar historical story, in chronological order</p> <p>Use clues to recognise that a story happened a long time ago</p>	<p>Can <b>sequence</b> within clock and calendar time e.g. <b>place Bonfire night on a calendar alongside other familiar events / timings of key events in Moon landing</b></p> <p>Recognise we use dates to describe events in time e.g. <b>dates of Gunpowder Plot and Moon landing, added to key dates from Y1</b></p>	<p>Refer to the past in terms of periods e.g. <b>Romans, Egyptians</b></p> <p>Understand the idea of 'anachronism' e.g. <b>writing about the Egyptians using mobile phones</b></p> <p>Show understanding of the <b>main ideas</b> associated with the society being studied e.g. <b>this will be linked to the key themes</b></p>	<p>Use <b>key dates</b> as important markers of events</p> <p>Know that not everybody in a particular period lived in the same way, understanding that there were different levels in society which affected people's experiences e.g. <b>explaining the different experiences of the upper, middle and lower classes in ancient Egyptian society</b></p>	<p>Use more significant <b>time markers</b> within, as well as between, periods e.g. <b>dates of key battles in World War 2, dates of 3 main periods of ancient Greece</b></p> <p>Make links between <b>different features of a society</b> to make sense of the world lived in by people in the past e.g. <b>Greek city states led to independent nations, shared religion and language led to sense of belonging, along with events like the Olympic Games</b></p> <p>Avoid generalisations about people's experiences, <b>recognising that different people within a society would have had different experiences</b> e.g. <b>debating whether they would rather be a woman living in Athens or Sparta in ancient Greek times</b></p>	<p>Can match simple iconic images to each of the periods studied</p> <p>Explain beliefs and attitudes in terms of why people might have had those ideas e.g. <b>effects of Roman / Anglo-Saxon invasions on the religion of the country / why have people through history labelled the Vikings as bloodthirsty savages?</b></p>
<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Establish clear narratives within and across periods. Develop the appropriate use of historical terms</p>	<p>Talk about what they see, using a wide vocabulary (F1)</p> <p>Comment on images of familiar situations in the past (F2)</p>	<p>Use words and phrases, such as 'old' 'new' 'a long time ago' 'before' and 'after' with accuracy e.g. <b>when comparing objects in Mr Straw's house with a modern house</b></p> <p>Refer to period detail in images e.g. <b>pictures of nursery rhymes</b></p> <p>Confidently identify old and new objects and explain some similarities and differences, recognising that life was different in the past e.g. <b>when comparing objects in Mr Straw's house with a modern house</b></p>	<p>Use <b>time-specific phrases</b> in writing e.g. <b>the Gunpowder Plot was over 400 years ago</b></p> <p>Recognise we can describe change over time using appropriate words and phrases to describe the more distant past e.g. <b>link Guy Fawkes and Gunpowder plot to Tudor and Stuart times</b></p>	<p>Can use <b>words which mark the passing of time</b> e.g. <b>moving from simple 'before and after' to 'during and while'</b></p> <p>Realise that ancient means thousands of years ago</p>	<p>Identify connections with previous periods studied e.g. <b>reflect on the similarities between the pharaohs of ancient Egypt and the caliphs of Islam</b></p>	<p>Can use <b>dates and specific terms</b> confidently to establish period detail</p> <p>Identify contrasts with previous periods studied e.g. <b>reflect on what was the same and what was different about the leadership of ancient Greece, ancient Rome and ancient Egypt</b></p>	<p>Use a range of historical terminology confidently and accurately</p>

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<p>Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Address and devise historically valid questions about similarity and difference</p> <p><i>This will link to enquiry skills. Y3 and Y5 will focus on similarity and difference.</i></p>	<p>Notice differences between people (0-3)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (F1)</p> <p>Compare and contrast characters from stories, including figures from the past (F2)</p>	<p>Describe how features of life today differ from the past referring to subject-specific detail e.g. objects found in Mr Straw's house compared to objects found in their own house or a seaside tradition from the past compared to the seaside today</p>	<p>Make comparisons beyond just 'then' and 'now' e.g. 'then', 'then' and 'now' relating to aviation e.g. Linking to Year 1 the reasons behind aviation / differences in aircraft and spacecraft over time / different ways in which the news about these key events was communicated</p>	<p>In response to a question, identify changes over time based on similarities and differences e.g. How did homes change from the Stone Age to the Iron Age and how did these compare to Roman homes?</p>		<p>In response to a question relating to a theme, make links between three periods in history, e.g. comparing the legacy of Ancient Greece, Ancient Egypt and Stone Age Britain</p> <p>As part of an enquiry, identify similarities and differences between the local area in World War 2 and now e.g. How has land use changed since WW2 with a focus on aviation e.g. RAF base / airport</p>	

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<p>Understand changes within living memory</p> <p>Address and devise historically valid questions about change and cause</p> <p>This will link to enquiry skills. Y4 and Y6 will focus on change and cause.</p>		<p>Give a simple reason for a difference between the past and present e.g. look at materials used to make household objects. Why are most of today's household objects made of plastic?</p>	<p>Suggest several reasons why changes occur e.g. The Apollo 11 astronauts took a piece of the Wright Brothers' plane to the Moon in 1969 to mark the connection between the two events, which happened within 66 years of each other. Can you give three reasons for the rapid development of flight?</p>		<p>In response to a question, explain events giving several causes and adding extra details to each, recognising that events usually happen for a combination of reasons (move away from listing causes) e.g. in its Golden Age, 10 times more people lived in Baghdad than London. What were the reasons for this?</p> <p>In response to a question, identify and explain any general and impersonal causes, recognising that events happen because of other reasons than just human action e.g. in relation to Baghdad, its position on the Silk Road, its water supply and fertile soil were all factors</p> <p>In response to a question, identify changes over a long period e.g. Upper and Lower parts of Egypt united in a single civilisation- changes within this structure over 3000 years</p> <p>In response to a question, identify changes over shorter periods e.g. in the Early Dynastic period hieroglyphic writing was developed which was important for making records and running the government</p>		<p>As part of an enquiry, identify connections between causes e.g. connections between the push and pull factors which led to the Viking invasion and settlement in Britain</p> <p>As part of an enquiry, grasp that changes can happen quickly and be reversed e.g. Anglo-Saxons reversing changes made by the Romans by replacing stone buildings with wooden ones</p> <p>As part of an enquiry, recognise that not all change is welcomed by everyone and that people can be affected differently e.g. how British people were affected by Vortigern's decision to invite Hengist and Horsa to the country</p> <p>As part of an enquiry, explain consequences in terms of immediate effects and longer-term effects e.g. effects of Vortigern's decision to invite Hengist and Horsa. In the short term, the country was protected from invaders; in the long term, Anglo-Saxons settled in the country bringing their own culture and beliefs</p> <p>As part of an enquiry, recognise that some changes can lead to others e.g. decision to invite Hengist and Horsa led to change in language and development of the legal system</p>

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<p>Talk about the lives of people around them and their roles in society</p> <p>Understand significant historical events, people and places in their own locality</p> <p>Address and devise historically valid questions about significance</p> <p><i>This will link to enquiry skills. Y3 and Y5 will focus on significance.</i></p>	<p>Make connections between the features of their family and other families (0-3)</p> <p>Begin to make sense of their own life-story and family's history (F1)</p> <p>Talk about members of their immediate family and community (F2)</p> <p>Name and describe people who are familiar to them (F2)</p>	<p>Make connections between a significant historical event e.g. the first flight by the Wright Brothers, and the history of the local area e.g. the country's first aviation meeting / RAF Finningley</p> <p>Make connections between significant people in history, relating to aviation e.g. how were the experiences of the Wright Brothers, Bessie Coleman and significant local people e.g. Douglas Bader the same / different?</p>		<p>Recognise that some changes are more significant than others, giving examples and explanations, as part of an enquiry e.g. what were the most significant changes in Britain following the Roman invasion and how can we evaluate these? For example, many people in the countryside continued to be Pagans and did not use Latin, whereas Roman coinage was found throughout Britain.</p>		<p>As part of an enquiry, suggest why certain events, people or changes might be seen as more significant than others e.g. Focus on events of WW2: was the Battle of Britain the most significant battle of WW2?</p> <p>As part of an enquiry, show understanding of a significant turning point in British history e.g. was the Battle of Britain the most significant battle of WW2?</p> <p>As part of an enquiry, explain the significance of the local area in relation to World War 2 and the Battle of Britain e.g. why has Doncaster been selected for Northern Battle of Britain Memorial?</p>	
<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Identify different ways in which the past is represented</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p><i>This will link to enquiry skills. Y4 and Y6 will focus on different interpretations of a range of sources.</i></p>	<p>Talk about what they see, using a wide vocabulary (F1)</p> <p>Comment on images of familiar situations in the past (F2)</p>	<p>Know that familiar events, like a birthday, can be represented in different ways e.g. photo, video, memories.</p> <p>Understand that we have different views of familiar events and cannot always know, or remember, what happened in the past e.g. what happened to Amy Johnson</p>	<p>Understand that there are different versions of real historical situations e.g. different people involved in or affected by the Gunpowder Plot would have different versions of events</p> <p>Recognise that there may be more than one way of looking at a significant historical person e.g. Guy Fawkes and King James</p> <p>Recognise that not all sources of information answer the same questions e.g. a letter and a painting may give different information</p>		<p>During enquiries, recognise that people create different versions of the past for different audiences and so might have a different emphasis e.g. a novel with a historical setting compared to an information boom or documentary</p> <p>Give a simple reason why there may be more than one version of an event and link this to the remote past e.g. reasons for the death of Tutankhamun, reasons why he was placed in a relatively small tomb</p>		<p>Suggest why there are many interpretations of one event and understand that some interpretations might be more accurate and reliable than others e.g. evaluate reliability of account of Viking raid on Lindisfarne</p> <p>Grasp that interpretations may differ depending on the aspect of life being focused on e.g. view of Vikings may differ depending on which aspect of life we are focusing on</p> <p>Recognise that history is constantly being rewritten e.g. through new archaeological discoveries such as at HS2 site in Buckinghamshire</p>

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<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Understand some of the ways in which we find out about the past</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p>		<p>Ask a relevant question about a history topic e.g. <i>What was it like at the seaside? Did Mr Straw have a computer in his house?</i></p> <p>Locate information in a source provided e.g. <i>story, photo, artefact</i> to answer a question relating to history</p> <p>Recognise that we can find information about a person's life by using sources other than books e.g. <i>a letter linked to Mr Straw's house / letter written by the Wright Brothers</i></p>	<p>Gather ideas from <b>a few simple sources</b> when building up their understanding and use these to form a simple conclusion e.g. <i>how important was the first moon landing using video news clips, newspaper reports, comments from astronauts and public</i></p> <p>Give main effects of a key historical event e.g. <i>Gunpowder Plot- effects on conspirators, effect on treatment of Catholics in England, Bonfire Night</i></p>	<p>Make deductions about what <b>a source</b> means based on what is included e.g. <i>picture of Iron Age village suggests that people settled in one place</i></p> <p>Combine information from <b>more than one source</b> to construct a response e.g. <i>use artefacts and secondary sources e.g. images of homes and villages / info on diet to conclude how life changed from the Stone Age to the Iron Age.</i></p>	<p>During enquiries, cross-reference <b>sources</b> to see if they agree</p> <p>Explain why they found some <b>sources</b> used in their enquiries more useful than others</p>	<p>In response to their own enquiry:</p> <p>Offer substantiated reasons why some <b>sources</b> may be treated cautiously e.g. <i>diary of a soldier from Doncaster about to go to war. What would he be expecting based on the sources available - cinema reels, radio reports, newspapers, propaganda posters. Would the soldier have a true picture from these sources?</i></p> <p>Explain why <b>a source</b> may be unreliable e.g. <i>see above. Why did the British government produce propaganda posters?</i></p> <p>Evaluate evidence to choose the most reliable form e.g. <i>see above. Which of the sources are most reliable?</i></p>	<p>During enquiries, raise questions about evidence, not coming to a conclusion based on flimsy evidence e.g. <i>What evidence do we have of the Lindisfarne raid? Can you evaluate the reliability of this evidence?</i></p>
<p>Note connections, contrasts and trends over time</p>					<p>Identify connections <b>over time</b> within historical enquiries relating to one of the key whole-school themes e.g. <i>reflect on the similarities between the pharaohs of ancient Egypt and the caliphs of Islam</i></p>	<p>Identify <b>connections</b> and contrasts <b>over time</b> within historical enquiries relating to one of the key whole-school themes e.g. <i>reflect on what was the same and what was different about the leadership of ancient Greece, ancient Rome and ancient Egypt</i></p>	<p>Identify trends <b>over time</b> within historical enquiries relating to one of the key whole-school themes e.g. <i>comparisons between leadership of Britain in Anglo-Saxon times with other periods of history. Based on evidence from history, what makes a successful leader?</i></p>

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<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Create own structured accounts, including written narratives and analyses</p>	<p>Talk about what they see, using a wide vocabulary (F1)</p> <p>Begin to make sense of their own life-story and family's history (F1)</p> <p>Talk about members of their immediate family and community (F2)</p> <p>Comment on images of familiar situations in the past (F2)</p>	<p>Write simple captions or sentences to annotate images, showing awareness of features from the past e.g. <b>annotate images of the seaside in the past / annotate photos of rooms from Mr Straw's house</b></p> <p>Describe a sequence of historical events using simple sentences, which contain period-specific detail e.g. <b>the events leading up to the Wright Brothers' first flight, with period-specific detail, such as printing press, gliders, wooden propeller, tuberculosis</b></p>	<p>Retell a complicated story in a simple, structured way using temporal markers e.g. <b>retell the events of the Gunpowder Plot</b></p> <p>Write explanations for events using conjunctions e.g. <b>explanation of the Gunpowder Plot using Y2 conjunctions</b></p> <p>Make use of time conventions when writing</p> <p>Make increasing use of <b>subject-specific precise vocabulary</b></p>	<p>Write in accurate, sequenced sentences, using <b>period-specific references</b> e.g. explain the build-up to the Roman invasion of Britain in sequenced sentences, with period-specific references e.g. general, legion, Celtic tribe, cavalymen, pay tribute, Emperor, conquest</p> <p>Write in explanatory mode, rather than descriptive e.g. see above- explain reasons for the invasion in sequence, rather than describing events</p>	<p>Construct an answer relevant to the question set e.g. <b>what would I discover if I was a tomb robber and what would these sources tell me? Why was Baghdad so special in its Golden Age and how do we know?</b></p> <p>Begin to sustain an answer, providing some supporting evidence e.g. see questions above. Refer to at least 3 different sources as supporting evidence</p>	<p>Widespread use of <b>period specific detail</b> to make the work convincing and authentic e.g. when writing WW2 diary ensure all period details are accurate</p> <p>Where appropriate refers to dates and important lengths of time e.g. <b>dates of key WW2 battles, length of time of Battle of Britain, dates of three main periods of ancient Greece and length of these</b></p>	<p>Use provisional and tentative language e.g. <b>when raising questions about evidence use terms such as probable, likely, tends to, appears to, suggests that, seems to be</b></p> <p>Able to see two sides of a question and can offer arguments on both sides e.g. <b>debating who was the greatest Anglo-Saxon king</b></p> <p>Recognise the danger of over-generalising e.g. <b>debating the validity of the statement 'All Vikings were bloodthirsty savages'.</b></p>
Greater Depth		Make deductions from sources which go beyond the literal	Understand that people can disagree about events from the past without one of them being wrong, explaining why and giving examples	Show initiative in their research e.g. independently find and interpret sources which they believe to be useful in their enquiries Independently make connections and apply ideas from previous learning, or learning from outside school Identify information that the available sources do not reveal			
Diversity		Comparing the stories of the Wright Brothers, Amy Johnson and Bessie Coleman and the differences and similarities in the challenges they faced, based on gender and ethnicity.	Issues relating to gender and ethnicity within space exploration	Is it historically accurate to depict all Romans as white people?	Respect for Islamic culture and religion  Significant female figures from early Islam: Khadija b. Khuwaylid / Nusayba b. Ka' b al-Anṣāriyya	The role of women in World War II  African-Caribbean RAF pilots  Alan Turing	Shield-maidens- Female Viking Warriors  The differing experiences of Charles Darwin and Mary Anning
Key Themes	Leadership and Democracy Belief Systems Legacy	Aviation Legacy	Aviation Leadership and Democracy Belief Systems	Conflict Leadership and Democracy Legacy	Belief Systems Leadership and Democracy Legacy	Aviation Conflict Leadership and Democracy Belief Systems Legacy	Conflict Leadership and Democracy

EYFS Development Matters Early Learning Goals  
Key Stage 1 National Curriculum Subject Content  
Key Stage 2 National Curriculum Subject Content  
Aims of the National Curriculum

## Historical Enquiry Question Ideas

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What should <i>Grandma</i> buy to make her life in the cottage easier?</p> <p>Would you choose to play with toys from the past or present?</p> <p>How were the experiences of the Wright Brothers and Amy Johnson the same and how were they different?</p> <p>Are the planes at Doncaster airport the same as the planes that the Wright Brothers and Amy Johnson used?</p> <p>Why does Doncaster have its own airport?</p> <p>How does a day at the seaside today compare with a day at the seaside in the past (specific time period)?</p> <p>Can I write a poem comparing a day at the seaside today with a day at the seaside in the past?</p>	<p>Who was the worst villain in Gunpowder Plot?</p> <p>Did everyone think Guy Fawkes was a villain?</p> <p>How do we know about the Gunpowder Plot when none of us were there?</p> <p>In what ways were the first flight and the first moon landing similar and different?</p> <p>What was life like for Neil Armstrong compared to Amy Johnson?</p>	<p>How and why was stone age clothing different to the clothes we wear today?</p> <p>How do we know what Stone Age people ate when none of us were there?</p> <p>How and why did weapons change between the Stone Age, Bronze Age and Iron Age?</p> <p>Would you rather have a holiday in Ancient Britain or Ancient Rome?</p> <p>Why was it so easy for the Romans to invade Britain (link to knowledge of Iron Age)?</p> <p>Why do leaders want to create empires?</p> <p>Which of these Roman emperors was the most significant?</p>	<p>What sources of evidence have survived from Ancient Egypt and how were they discovered?</p> <p>Why did the Ancient Egyptians build pyramids?</p> <p>Why did Egyptian civilisation develop along the Nile River?</p> <p>What would I discover if I was a tomb robber and what would these sources tell me?</p> <p>Why do we remember Ancient Egypt more than other ancient civilisations?</p> <p>Were all Ancient Egyptians buried in the same way? (Investigating funeral practises for people of different statuses)</p> <p>How were the Arab Muslims able to spread so far, so quickly, within just a century of Prophet Muhammed's death?</p> <p>Why was Baghdad so special in its Golden Age and how do we know?</p> <p>Who had the greatest influence on the world today: the Arab Muslims or the Romans?</p>	<p>Why was the Battle of Britain a turning point in World War 2?</p> <p>Why did Germany lose the Battle of Britain if Britain was so close to losing only days before?</p> <p>What are the similarities and differences between German and British propaganda?</p> <p>How were the weapons used in World War 2 different to the weapons used by Roman / Iron Age warriors?</p> <p>Why is there a Battle of Britain memorial located in Doncaster?</p> <p>Did all children feel the same about evacuation?</p> <p>Museum curators: Which 5 objects would you place on display to best represent life on the Home Front in World War 2?</p> <p>Why is it so difficult to be sure what life was really like on the Home Front?</p> <p>How were the experiences of men and women different in Ancient Greece?</p> <p>How did life in Ancient Greece compare to life in Ancient Egypt? (Y4 link)</p> <p>What are the similarities and differences between art from different civilisations? E.g. cave paintings, Egyptian tomb paintings, Greek vases</p> <p>How significant was art in the civilisations we have learned about in Key Stage 2?</p> <p>Would you have preferred to live in Athens or Sparta?</p>	<p>Why did the Saxons invade?</p> <p>Why did the Saxons convert to Christianity?</p> <p>How do we know the Saxons became Christians?</p> <p>Who was found at Sutton Hoo? (Link to status)</p> <p>Why did the Vikings leave their homeland?</p> <p>Why do the Vikings have such a bad reputation?</p> <p>How close did the Vikings come to taking over Britain?</p> <p>How have recent excavations changed our view of the Vikings?</p> <p>What really happened at Lindisfarne?</p> <p>Were all Vikings raiders? (Link to status)</p>