



Progression of History Skills

History at Nash Mills is taught through two significant topics in each year group. Within each topic, there are a number of key focus areas, which link to learning domains that run through the curriculum. This allows for pupils to develop their historical understanding and knowledge based on chronological progression as well as learning about specific areas that have changed over time, for example settlements or religion.

	Topic 1	Topic 2
Nursery	My Family/Seasons/celebrations Who lives in my house? Starting school, Chinese New Year/Diwali Autumn/harvest	Growing Lifecycles (Butterfly, Frog, Bee, Growing plants, human lifecycle) LOCAL TRIP – ALDENHAM COUNTRY PARK
Reception	All about me – how I have changed/celebrations Language related to time. Seasons, days of the week. Nativity/Diwali/Rosh Hashanah celebrations & books with historical content	Zoo/Under the sea topics The lifecycle, days of the week, months of the year, seasons. Weather conditions and habitats. C&L language related to time LOCAL TRIP – BOXMOOR TRUST
Year 1	Travel & Exploration - Neil Armstrong, Christopher Columbus and Arctic explorers Main events/Location & Artefacts, Travel & Exploration Settlements 1) Comparison study – Modern travel/exploration compared with long ago 2) Different aspects of polar expeditions, moon exploration and discoveries at sea 3) What were the legacies of these famous figures?	Houses and Homes across the ages: Local Study Main events/Location & Artefacts, Settlements Food & Farming 1) Houses through time – materials used/how features changed 2) Development of communities and how they supported themselves LOCAL TRIP – CHILTERN OPEN AIR MUSEUM
Year 2	Last 100 Years Main events/Location & Artefacts, Timelines Society 1) History within living memory – family trees 2) Looking at the Royal family's recent history 3) Comparing toys from the past with the present	The Great Fire of London Main events/Location & Artefacts, Settlements Society 1) How the fire started in 1666 and why 2) Impact of the fire and lessons learned 3) Rebuilding of London and establishment of a London Fire Brigade LOCAL TRIP – LONDON MUSEUM
Year 3	Prehistoric Ages: Changes in Britain Main events/Location & Artefacts, Settlements Food & Farming Conflict 1) Stone age, Bronze age and Iron age 2) How and why settlements and communities were created 3) Development of farming as tools were crafted using new metals	The Impact in Britain of the Roman Invasion Main events/Location & Artefacts, Settlements , Conflict , Beliefs 1) Emperor Claudius and Hadrian's Wall 2) Roman roads, fortresses and housing 3) Changing beliefs from pagan to Christianity LOCAL TRIP – VERALUM MUSEUM
Year 4	Anglo-Saxons/Middle ages Main events/Location & Artefacts, Conflict Society Beliefs 1) Christianity flourished under King Ethelbert of Kent - Lindisfarne 2) Saxon Britain – conflict between tribes. Alfred the Great defeated Vikings 3) The Norman Invasion, William the Conqueror and Doomsday LOCAL TRIP – MOUNTFITCHET CASTLE	The Tudors Main events/Location & Artefacts, Beliefs , Travel & Exploration , Food & Farming 1) The House of Tudor and Henry VIII 2) Religion in the Tudor Times 3) Elizabeth I, exploration and The Armada LOCAL TRIP – HATFIELD HOUSE
Year 5	Ancient Egypt Main events/Location & Artefacts, Society Beliefs Conflict 1) Egyptian civilisation, pyramids and slavery 2) Belief in pagan Gods and complexities of death and burial 3) Artefacts such as Rosetta Stone, Tutankhamun's tomb, Narmer Palette	The Victorians: Local Study (J Dickinson and the Papermills) Main events/Location & Artefacts, Settlements Society Travel & Exploration 1) In-depth study of the local area, history of our school 2) John Dickinson and the birth of the paper industry 3) Industrial revolution, urbanisation, conditions of the working classes LOCAL TRIP – APSLEY PAPER MILL
Year 6	Early Islamic Civilisation Main events/Location & Artefacts, Society Beliefs Travel & Exploration 1) Baghdad as the largest city in the world and development of trade 2) House of Wisdom as a centre of knowledge 3) 5 pillars of Islam. Famous for religious tolerance.	WWII: Local Study (Schools, Hemel Hempstead and The Blitz) Main events/Location & Artefacts, Conflict Settlements Society 1) Deadliest conflict the world has ever seen 2) Operation Pied Piper and evacuation of children – Nash Mills impact 3) Battle of Britain, Blitz Krieg, extensive bombing – Nash Mills impact LOCAL TRIP - BLETCHLEY PARK



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	Understand chronology	Understand and link changes in the past	Interpret the past	Historical enquiry	Organisation and communication	Domain Specific Strands	Overarching Historical Vocabulary
Nursery	<p>Able to recall past events using vocabab such as young/old/yesterday/tomorrow.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Able to retell a simple past event in the correct order (e.g. <i>went down slide, hurt finger</i>).</p>	Remembers and talks about significant events in their own experience (eg birthdays, Christmas etc)	Questions why things happened and gives explanations. Asks e.g. <i>who, what, when, how</i> .	<p>Able to recall and describe past events.</p> <p>Able to talk about some of the similarities and differences in relation to friends or family.</p>	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	<p>Religion <u>Celebrations</u> – Pupils learn about different celebrations around the world – Chinese New Year, Divali</p> <p>Travel & Exploration <u>Where in the world topic</u> – animal habitats, looking at maps.</p> <p>Food and Farming <u>Growing topic</u> – changes over time. Plant life cycle.</p> <p>Society <u>Ourselves</u> – chn learn about their family and compare with other pupils in the classroom.</p>	<p>similarities differences communities traditions past present history annual</p>
Reception	<p>Comparing past experiences with today.</p> <p>Knowledge of days, months, seasons and years.</p> <p>Understanding of changes in time eg animal/plant lifecycles, how they themselves have changed over time from baby to child.</p>	Able to talk about past and present events in their own lives and in the lives of those around them.	Able to compare and contrast traditions between themselves and others in the community.	Able to answer 'how' and 'why' questions about their experiences and in response to events.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	<p>Religion <u>'All about me' topic</u> - celebrating our differences and learning about celebrations around the world. Compare similarities and differences. Look at traditions and the stories behind them.</p> <p>Travel & Exploration <u>Zoo topic</u> – A look at habitats around the world and the lifecycle of animals <u>Space Topic</u> – a look what lies beyond the skies. We look at the planets and will touch on man landing on the moon.</p> <p>Society <u>All about me</u> – will examine how we all change and grow over time – human lifecycle. Look at our local community and how we fit in. Local walk.</p>	
Year 1	<p>Sequence some events or related objects in order.</p> <p>Remembers parts of stories and events from past life.</p> <p>Identify where events happened within and</p>	Able to identify and recount details from the past by looking at sources (eg pictures, stories, buildings etc)	<p>Able to talk about the main differences in new and old objects.</p> <p>Able to understand and consider how reliable a person's memory is.</p>	<p>Able to categorise and classify groups of objects/sources.</p> <p>Able to find answers to simple questions about the past.</p>	Able to communicate their knowledge and understanding of the past in different ways (eg drawing, making models talking, role play, writing etc).	<p>Travel & Exploration <u>Neil Armstrong, Ibn Battuta and Christopher Columbus</u> comparison study. Discoveries on earth v's space. Looking at artic exploration throughout time.</p> <p>Settlements <u>Christopher Columbus</u> – Europeans came and built small forts and villages, which grew and are now large town and cities today in America.</p>	<p>century chronological living-memory remembers memories opinion fact source interpret enquire/enquiry</p>



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	beyond living memory.					<p><u>Houses and Homes long ago</u> –Humans were once nomadic. Until people began to congregate in community's for protection. Homes were originally very basic and built with mud, wood, straw etc. Houses began to be brick built during Roman times, but not widely used again until Tudor times in Britain.</p> <p>Food and Farming</p> <p><u>Houses and Homes long ago</u> – Food started to be grown once humans had developed tools (the plough). People grew crops on small holdings - very resourceful. Meat eaten more during Tudor times. Food production increased in Victorian times and farming became a business. Now food is imported.</p>	<p>impact research evidence experts significant recent lifetime</p>
Year 2	<p>Use of past and present tenses in language.</p> <p>Use of vocab such as recent, before, after, later, future etc.</p> <p>Puts 3 events into order on a timeline</p>	Starting to make simple observations about different types of people, events and beliefs in society using different sources (eg photos, films, songs etc).	<p>Understand why some people did in the past behaved in certain ways.</p> <p>Looks at a greater range of sources to gain an understanding of the past (eye-witness accounts, artifacts, buildings, internet) and discusses reliability of each.</p>	<p>Able to speculate and reason about events in the past</p> <p>Asks question such as "What was it like....?" "How long ago....?" What happened when.....?" etc.</p> <p>Observes small details about artifacts, pictures etc.</p>	<p>Able to write their own date of birth and compare on a time line with others.</p> <p>Writes simple stories and recounts about the past.</p> <p>Able to label diagrams and pictures about people/objects from the past.</p>	<p>Settlements</p> <p><u>Great Fire of London</u> – Destruction of London and the rebuild. King Charles II ordered that London should be rebuilt using brick and stone to prevent another such disaster. Suitability of materials; knowledge of the start of how cities were built today and why this change was needed.</p> <p>The Last 100 years</p> <p>Looking at key events during this time. Thinking of events in living memory and those that go beyond this. Study of the recent history of the Royal Family. Looking at old and new toys.</p> <p><u>Great Fire of London</u> – Role of church in society. Rebuilding of London's flimsy houses. Establishment of an effective fire service. Wealthy classes moved further out of London.</p>	
Year 3	<p>Use of timelines to place events in order.</p> <p>Understands difference between BC/BCE and AD/BC.</p>	<p>Able to describe some main events in history and start to make links with things that happened before and after.</p> <p>Able to talk about the every day lives of people in the past and compare them with our own.</p>	<p>Compares two versions of the same event and identifies differences.</p> <p>Able to consider reasons for the differences in ways that history is sometimes represented.</p>	<p>Ability to explain events in history and demonstrate an understanding of the causes.</p> <p>Able to use printed texts, internet, photos, music, buildings etc to gather information about the past.</p>	<p>Able to present findings about the past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and historical terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Religion</p> <p><u>Romans</u> –initially held Pagan beliefs. Christianity was outlawed. Roman Gods, burial traditions and the stories behind them. Changes with the conversion of Emperor Constantine. Christianity was the official religion by 391.</p> <p>Conflict</p> <p><u>Prehistoric to Roman</u> – Chaotic period in Britain with tribes constantly at war. Viking invasions adds to chaos. Conflict develops as the population increases and weaponry is established. Tribal warfare.</p> <p><u>Roman invasion</u> – Roman army obedient, organised and skilled. Roman Britain had a large defensive fleet of ships.</p>	<p>era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity</p>



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						<p>Settlements <u>Prehistoric</u> - Humans were nomadic during Stone Age, living in caves (Lascaux cave paintings) but people came together to build hill forts and roundhouses. Trading started. Houses built of mud, straw etc. <u>Roman invasion</u> – Romans built thousands of miles of roads and buildings of stone. Fortresses were built for safety. Concrete/stone buildings with heating and sanitation. St Albans was established, as well as Londinium, the capital of UK. Food & Farming <u>Prehistoric</u> – Nomadic humans only had stone tools. Lived on plants & berries. As tools developed in the bronze/iron age, more mammals were hunted for meat to eat. Blacksmiths became skilled and respected. Development of the plough enabled more extensive and less labour-intensive farming. Food preservation developed.</p>	<p>anarchy colony/ colonisation Roman catholic protestant Pope/Papacy</p>
Year 4	<p>Using vocab such as century, decade and understands how these relate to dates in the past.</p> <p>Names and places dates of significant events on a timeline.</p>	<p>Shows knowledge by describing features of past societies and periods, considering the changes in the everyday lives of people living during that time.</p> <p>Beginning to think about why things happen in history and what the causes are.</p>	<p>Beginning to evaluate the usefulness of different sources.</p> <p>Using text books and historical knowledge to give reasons why there may be different accounts of history.</p>	<p>Ability to summarise and explain events in history.</p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Beginning to include sources of information as evidence when presenting information about the past.</p>	<p>Able to present findings about the past using speaking, writing, ICT, maths (data handling) and drawing skills.</p> <p>Uses dates and historical terms correctly.</p> <p>Uses subject specific vocabulary such as monarch, settlement, invader etc.</p>	<p>Religion <u>Anglo-Saxons</u> – Pupils understand how Christianity and the church developed through the ages. Contrast with Viking beliefs. Alfred the Great and his imposition of religion. What impact this had on Britain being a Christian nation. How this changed when William I invaded. <u>Tudors</u> - How the Church of England came to be and understand the differences between Catholic and protestant. How Henry VIII's siblings had different beliefs and the difficulty that this caused. Travel & Exploration <u>Tudors</u> – global exploration. Elizabeth I's New World. Key explorers – link to Y1 learning about Columbus and what was happening at the time as well as Space Race.</p>	<p>era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity anarchy</p>



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						<p>Conflict <u>Anglo-Saxons</u> – Chaotic period in Britain with Celts and Anglo-Saxons constantly at war. Viking invasions adds to chaos. Look at creation of Danelaw and how this helped to bring some peace. Alfred the Great bringing areas together to be Britain. Beginning of country as we know it today. Strength in numbers; link to EU and NATO in today's world.</p> <p>Society <u>Anglo-Saxons</u> – Pagan beliefs. Formed a group of tribes. Highly ethical but very violent towards other tribes. How significant leaders began to change this but some elements continued; pagan link to celebrations such as solstice, Easter etc.</p> <p>Food and Farming <u>Tudors</u> – Growth in agriculture as a business. People bartered for food. Meat was widely eaten. Local link to Boxmoor Trust (est. 1594) as a result of the dissolution of the monasteries. Look at progression from people farming just for themselves to beginning to trade more widely. Travel was easier so this opened up some ability for further trade. How this helped to create more free movement as seen today.</p>	<p>colony/ colonisation Roman catholic protestant Pope/Papacy</p>
Year 5	<p>Use of a timeline to place and sequence national and local events.</p> <p>Identifies changes within and across historical periods.</p> <p>Uses dates accurately.</p>	<p>Able to identify causes and consequences of main events, situations and changes in the period studied.</p> <p>Able to compare an aspect of life with another period of time (eg beliefs, society etc) and consider why things have changed.</p>	<p>Gives clear reasons why there may be different accounts of history.</p> <p>Beginning to understand why some pieces of evidence are not always reliable.</p>	<p>Starting to evaluate evidence and appreciate different opinions about history.</p> <p>Asks a range of open questions about the past – how, why, where, what, when?</p> <p>Realises there is not always a right/wrong answer in history.</p>	<p>Beginning to structure and organise findings about the past using a variety of methods, including diagrams and charts.</p> <p>Uses historical terminology such as era, Victorian, civilisation, Tudor etc.</p> <p>Starting to think about the most appropriate way to present information for the chosen audience.</p>	<p>Religion <u>Ancient Egypt</u> - Pupils understand how worship in the Egyptian empire was radically different to anything we know now. To know how people worshipped pagan Gods. Compare to Anglo-Saxons and Romans.</p> <p>Travel & Exploration <u>Victorians</u> –Establishment of the Empire and development of trade routes for the prosperity of Britain. Link to growing trade and exploration following tudors; how this helped to open up the world we see today. Holidays and travel for leisure which had not really been seen before. Look at UK holiday towns and travel to places like the Isle of Wight (Victoria's favourite) as well as further afield. Affordability and ease for this to happen.</p> <p>Conflict <u>Ancient Egypt</u> –considered everyone else the enemy. Battles with surrounding territories incl battle of Kadesh. Egypt was not a civilisation keen to expand as compared to Romans as studied in Y3/</p>	<p>primary source/evidence secondary source/evidence evaluate reliable eye-witness legacy ambiguous consequences omits decade pilgrimage alms silk roads halal</p>



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						<p><u>Victorians</u> – Consider how this progressed to the idea of the British Empire. What good and bad this did.</p> <p>Settlements <u>Victorians</u> – Industrial revolution led to rapid growth of urban centres. Population congregated in towns, leaving their villages. Overcrowding and pollution. Museums, art galleries and libraries were built. <u>Local study</u> highlights development of canals and railways. John Dickinson's paper mill and settlement of Nash Mills, incl our school.</p> <p>Society <u>Ancient Egypt</u> – Slaves working for the wealthy people in society. Evidence of leisure time with children's toys/games. Very hierarchical society.</p> <p><u>Victorians</u> – Development of the middle classes as the labour force became skilled. New inventions changed people's lives and some entrepreneurs became hugely wealthy. Working classes worked long hours with no rights. Terrible poverty. Continued idea of slavery and how this began to change</p>	
Year 6	<p>Uses timelines to place and sequence different periods around the world.</p> <p>Knows key dates, characters and events of time studied.</p> <p>Describes different periods in history, making reference to social, religious, political and cultural changes.</p>	<p>Able to describe how some changes in history effect our lives today.</p> <p>Able to present accurate information which uses evidence to explain the cause and effect of changes in history.</p>	<p>Knows and understands that some evidence in history is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Can suggest why history often has different versions of events and some of the motivations behind this.</p>	<p>Ability to reach informed conclusions and make judgements about historical events using a wide range of historical evidence.</p> <p>Understands which sources of information are more likely to be reliable than others and why.</p>	<p>Presents information in an organised and structured way, using tables, charts and labelled diagrams appropriate to the chosen audience.</p> <p>Uses a wider range of subject specific vocabulary such as civilisation, territory, allies, parliament etc.</p>	<p>Religion/beliefs <u>Early Islamic</u> – Pupils to understand how Early Islamic civilizations included beliefs of other religions, such as Sumerian. Look at how this was recorded through writing tablets and in ancient text.</p> <p>Travel & Exploration <u>Early Islamic</u> - Baghdad as the centre of trade. Silk roads. Islamic culture and beliefs spread across the world. How this is still in part, still considered today; trade routes.</p> <p>Conflict <u>WWII</u> – Battle of Britain, blitz Krieg, air raids. A truly catastrophic conflict for the whole world, ending with the atom bomb at Hiroshima and Nagasaki. Formation of United Nations. Revisit the idea of settlement and Empire – how was this impactful at this time; 'British' soldiers from across the world – fighting for pride or exploitation?</p> <p>Settlements <u>WWII</u> – Many UK cities were bombed. Evacuation of children – families parted for months and years. Some children sent to Nash Mills (which was still fairly</p>	



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						<p>rural). Hemel Hempstead was part of the huge rebuild, started in 1949. Look at the school's Air Raid shelter and how it was used during the war. Look at old school log books. Evacuees – how this impacted on our school.</p> <p>Society</p> <p><u>WW II</u> – Society changed as both sexes volunteered to defend their country. Rations, air attacks and food shortages brought people together for the war effort. Establishment of the NHS 'from the cradle to the grave.'. Role of women changed and men came home with no jobs to come back to.</p> <p><u>Early Islamic</u> – Ruled by hereditary royalty who promoted an equal society and valued knowledge. House of Wisdom in Baghdad. Very forward thinking society.</p>	
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