



History Progression Map

Intent						
<p><i>Our History curriculum will engage and inspire curiosity about the past, while encouraging children to think critically and develop questioning skills. Through our history curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It will teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. Our curriculum will make history an enjoyable learning experience which encourages pupils to handle artefacts and provide cross curricular opportunities to ensure children are using key skills taught in other subjects.</i></p>						
Implementation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge						
<p>All about me</p> <p>Festivals</p> <p>Watch me grow</p> <p>Plants and Animals</p>	<p>My family and the Royal Family</p> <p>The Great Fire of London</p> <p>History of Toys</p>	<p>Local History Study – Transport Over TIME</p> <p>Learie Constantine / Rosa Parks</p> <p>Castles Through Time</p>	<p>The Lancashire Cotton Industry</p> <p>From Stone Age to Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	<p>Ancient Civilisations: the achievements of the earliest civilisations Ancient Sumer, the Indus Valley, The Shang Dynasty and Ancient Egypt</p> <p>Ancient Egyptians</p> <p>The First Railways</p>	<p>Anglo Saxons and Scots</p> <p>Islamic Golden Age</p>	<p>Viking and Anglo Saxon Struggle for England</p> <p>Ancient Greece</p>

Chronology

To use words and phrases like: old, new and a long time ago

To tell others about things that happened when I was little

To talk about past and present events in their own lives and in the lives of family members

Order and sequence familiar events

Organise events using basic chronology recognising that things happened before they were born

Describe main story settings, events and principal characters

Recognise the distinction between past and present.

Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).

Recognise that their own lives are similar/different from the lives of people in the past

Identify some similarities and differences between ways of life at different times.

Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago

Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.

Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time

Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.

Explore main events, situations, changes and links within (and across) different periods e.g. differences /similarities between clothes, food, buildings or transport.

Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends

Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.

Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc.

Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales

Enquiry, Interpretation and Using Sources

<p>To know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Make simple observations about different people, events, beliefs and communities</p>	<p>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did...?' 'Why were...?' 'What was important...?'</p>	<p>Use a wide range of sources as a basis for research to answer questions and to test hypotheses</p>
<p>Comment on pictures, stories, artefacts and accounts from the past</p>	<p>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</p>	<p>Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence</p>	<p>Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change...?' 'Why do we remember...?' 'Why do people disagree...?'</p>
<p>To make observations and explain why some things occur, and talk about changes</p>	<p>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past</p>	<p>Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about...?'</p>	<p>Recognise how our knowledge of the past is constructed from a range of different sources</p>
<p>Develop understanding of growth, decay and changes over time</p>	<p>Consider why things may change over time</p>	<p>Recognise that different versions of past events may exist.</p>	<p>Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about...?'</p>
<p>Question why things happen and give explanations</p>	<p>Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different...?'</p>	<p>Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did...?' 'What were the effects...?'</p>	<p>Describe the results of historical events, situations and changes e.g. the impact on people's lives</p>
<p>Compare and contrast characters and stories including figures from the past</p>	<p>Identify some of the basic ways the past can be represented e.g. through pictures</p>	<p>Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources.</p>	<p>Evaluate sources and make inferences</p>
	<p>Choose parts of stories and other sources to show what they know about significant people and events</p>	<p>Identify historically significant people and events indifferent situations</p>	<p>Choose relevant sources of evidence to support particular lines of enquiry</p> <p>Recognise that some events, people and changes are judged as more historically significant than others</p>

Communication Skills

To talk about the features of their immediate environment and how environments vary from one another

Be curious about people and show interest in stories

Answer 'how' and 'why' questions ... in response to stories or events from the past.

Explain own knowledge and understanding, and asks appropriate questions.

Re-tell their own life-story and family's history

Know that information can be retrieved from books and computers

Record, using marks they can interpret and explain

Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc.

Use historical concepts such as now/then and same/different when making simple connections and noting contrasts

Describe special or significant events in their own lives.

Demonstrate simple historical concepts and events through speaking, role-play, and picture stories

Retell simple stories about people and events from the past

Talk about who/what was significant/important in a simple historical account

Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.

Discuss some of the connections between local, regional, national and international history

Talk and write about historical events and changes by selecting and organising historical information and dates

Discuss historical issues and changes

Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.

Communicate historical findings through a range of methods including the use of ICT, maps and timelines

Produce own accounts that make some connections and describe some contrasts

Describe and explain significant aspects of non-European societies as well as settlements in Britain

Discuss how Britain has influenced and been influenced by the wider world

Describe aspects of cultural, economic, military, political, religious and social history

Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.

Discuss and debate historical issues acknowledging contrasting evidence and opinions

Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society

Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines

Produce structured work that makes connections, provides contrasting evidence and analyses trends

Impact

<p>A Reception child can talk about the similarities and differences in past and present. Can make observations about how they have changed and show awareness of what they could do when younger compared to what they can do now.</p>	<p>A Year 1 child should be able to understand that the world has changed through time and compare their life now to lives of people in the past. They should recognise why things have changed.</p>	<p>A Year 2 child can understand that past events can be placed in order on a timeline. They understand that life was very different in the past to how it is now. They use sources of information about to help them understand how it was different.</p>	<p>A Year 3 child can understand the concept of before and after Christ and can place events that happened BC on a timeline. They can use artefacts to help them discover facts about the past and compare their lives with different eras.</p>	<p>A Year 4 child has a solid understanding of chronology in different times. They understand how this nation has been influenced by others from the past. They can explain how people lived during certain times in the past and why things changed.</p>	<p>A Year 5 child has a solid understanding of chronology in different times. They understand how people lived during different periods of history and can compare it to their own. They can describe the impact that events in history have had on life today.</p>	<p>A Year 6 child can confidently place events in chronological order and can describe the impact that events in history have had on life today.</p>
---	--	--	---	---	---	--

Historical Vocabulary Progression

EYFS

old, new, past, present, long ago, then, now, days, weeks, years, today, yesterday, tomorrow, memory, lifetime, calendar, who?, what?, remember, birthday, Christmas, Family, home, parents, sibling, grandparents, wedding, christening, first, next, same, different, before, after, compare, growing up, year and days of the week, hobbies, community, bonfire, Guy Fawkes, remembrance, war, poppy, fire fighter, police officer, safety, environment

Year 1

As EYFS and....source, change, significance, similarities/ differences, evidence, timeline, monarch, kingdom, royal, crowned, reign, queen, king, duchess, prince, princess, child, teenager, died, death, bakery, The Great Fire of London, St Paul's Cathedral, flammable, diary, fire break, recount, tradition, plague, cause, eyewitness, Samuel Pepys, interpret, consequences, impact, fire break, century, ancient, modern, date order, similar, important, living memory, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, What...? When...? Where...

Year 2

As Year 1 and....chronological order, era, period, future, important event, in the past, last century, decade, recent, sources, Historian, investigate, research, museum, transport, train, tram, bicycle, ship, experts, letters, newspapers, websites, inspirational, significant, racism, discrimination, separation, segregation, migration, boycott, rights, equality, West Indies, America, Nelson, castle, turret, ramparts, drawbridge, portcullis, moat, keep, palisade, shield, knight, lance, dungeon, motte and bailey, defence, attack, Why...? Who...? which.....?

Year 3

As Year 2 and....historical sources, versions of the past, B.C.E (Before the Common Era), C.E (The Common Era), A.D (Anno Domini) compare, contrast, continuity, information finding skills, historical information, chronology, chronological, power, development, influence, millennium, mechanisation, cotton spinning, cotton weaving, settlement, hunter-gatherer, settlers, archaeologists, archaeology, excavate, Neolithic, Palaeolithic, Mesolithic, Ice Age, Stone Age, Iron Age, Bronze Age, Skara Brae, archer, afterlife, sacrifice, tribe, wattle and daub, roundhouse, hill fort, agriculture, monument, Stonehenge, innovation, Britons, nomad/nomadic, invaders/invasion, empire, emperor, Caesar, Roman empire, Celts, legions, Boudicca, Brits, conquer, conquered, combat, aqueduct, gladiator, legacy, Christianity, conversion, army/soldiers, resistance, conquest, revolt

Year 4

As Year 3 and....specific features, reliable, could have been, might have been, accurate picture of the past, version, historical argument, point of view, hypothesis, time period, primary sources, secondary sources, significance, continuity, oral history, infer, suggest, first hand evidence, second hand evidence, early civilisations, ancient civilisation, Ancient Sumer, the Indus Valley, The Shang Dynasty, Ancient Egypt, hieroglyphics, irrigation, pharaoh, tomb, pyramids, nation, flood, fertile, Tutankhamun, Nefertari, canals, waterways, gods/goddesses, hierarchy, astronomy, codex/codices, pagan, scribe and myth, temple, jaguar, achievement, hieroglyph, archaeologist, papyrus, mummification, sphinx, steam engine, locomotive, diesel, electric, high speed, privatisation, nationalisation, Mallard, Rocket, Salamanca, Puffing Billy

Year 5

As Year 4 and....Weaponry, causes in history, interpretations, major influence, multi-cultural, persuade, summarise, viewpoint, world history, different experiences, I can infer that..., on one hand, impression, the purpose, reliability, myths and legends, comparison, advancements, Christian Values, British Empire, Bagdad, siege, caliph, caliphate, Islam, dynasty, scholar, calligraphy vegetal, geometric, silk road, temple Angles, Anglo-Saxon, Jutes, monk, pagan, Picts, Saxons, Scotts, thatched, Sutton Hoo, kingdoms, shires, Shire reeve, thane

Year 6

As Year 5 and....variety of sources, this source suggests that.., one sided, biased, motive, mistake, ..., this source doesn't show that..., reliable, could have been..., might have been..., may be, impact, effects, consequences, extent of continuity, extent of change, My conclusion is that..., reputation, raids, resistance, Danegeld, monastery, migrate, runes, longhouses, saga, trade, Viking warriors, Lindisfarne, Viking, unified, witan, Lindisfarne, Norse, longboat, runes, Ancient Greece, The Ancient Greeks, Sparta, Athens, culture, achievements, democracy, State, citizens, city states, Spartan, Athenian, slaves, stadium, marathon, myth, legends