

History Progression Map

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Year Group	Subject Content <i>See National Curriculum for examples of possible depth studies</i>	Chronological Knowledge and Understanding	Historical terms	Historical enquiry Using evidence, understanding historical concepts and communicating ideas
EYFS ELGS	Cycle 1 Me and My Body Food and Festivals Up in the Air Journeys and Transport Plants and Growth Carnival of the animals Cycle 2 Me and My Family Festivals of Light Bricks, sticks and stones Everyday Heroes Nature Detectives Water, water everywhere	UtW: Children talk about past and present events in their own lives and in the lives of family members. UtW: They know about similarities and differences between themselves and others, and among families, communities and traditions. M SSM: Orders and sequences familiar events	<u>M SSM</u> : Uses everyday language related to time; <u>CLL</u> : Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future.	<u>CLL</u> : They answer 'how' and 'why' questions about their experiences and in response to stories or events. They develop their own narratives and explanations by connecting ideas or events. <u>CLL</u> : children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. <u>CLL</u> : Know that information can be retrieved from books and computers
2yo & Nurs		Talk about changes in themselves and their development (e.g. When I was a baby...) Talk about significant life events from their memory (On the weekend, I... On my birthday, I...)	Yesterday, today, a long time ago When I was a baby Days of the week Key seasons Now, next, then (regular past tense)	Answer and ask who/what/where/when questions Begin to ask and answer how and why questions
Reception		Talk about changes in themselves and their development (eg. When I was in Nursery...) Talk about the lives of family members, including describing significant events (eg. "When mummy was little...") Talk about some things in the distant past (eg. Dinosaurs..."A long time ago...") Sequence and describe daily routines Orders and sequences familiar events	Before I was born When I am older Months of the year Before, after Earlier Later (irregular past tense)	Retell a story or event Use a photograph or picture to discuss a person, place or event Ask and answer a broader range of questions about their experiences, including 'how' and 'why' questions Ask and answer questions about information from a book or computer source
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NC History Objectives for KS1		<ul style="list-style-type: none">Develop an awareness of the pastKnow where the people and events studied fit within a chronological frameworkIdentify similarities and differences between ways of life in different periods	<ul style="list-style-type: none">Use common words and phrases relating to the passing of timeUse a wide vocabulary of everyday historical terms	<ul style="list-style-type: none">Ask and answer questionsChoose and use parts of stories and other sources to show that they know and understand key features of eventsUnderstand some of the ways in which we find out about the pastIdentify different ways in which is it represented
Year 1	<ul style="list-style-type: none">changes within living memory. Some of these should be used to reveal aspects of change in national lifethe lives of significant individuals in the past who have contributed to national and international achievement	<ul style="list-style-type: none">Sequence events in their lifeSequence 2 or 3 artefacts from distinctly different periods of time (eg. telephones)Identify some similarities and differences between their lives now and the lives of familiar adults (eg. grandparents)Identify some similarities and differences between life in present Britain and lives in the past (eg. modes of transport)	<ul style="list-style-type: none">Use words and phrases relating to the passing of time (eg. old, new, young, then, now, before, after)Understand a range of everyday historical terms (eg. explorer, king, queen, lifetime, important, remember)	<ul style="list-style-type: none">Ask simple questions about life in the past (eg. What was school like when grandad was young?)Know the names of significant people and explain why they are importantUse sources to find out answers to questions about the past
Year 2	<ul style="list-style-type: none">the lives of significant individuals in the past who have contributed to national and international achievements and use this to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria or Christopher Columbus and Neil Armstrong, Mary Seacole and Prof Sarah Gilbert]events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]significant historical events, people and places in their own locality	<ul style="list-style-type: none">Sequence events on a simple timelinePut into order the significant individuals studied (eg. Christopher Columbus and Neil Armstrong - who came first?)Identify some similarities and differences between life in different periods of the past	<ul style="list-style-type: none">Use a wider range of words and phrases relating to the passing of time (eg. recently, long ago, past, present, future)Use a range of everyday historical terms (eg. ruler, king, queen, lifetime, important, memory)	<ul style="list-style-type: none">Ask more complex questions about the past (eg. How did the Great Fire of London start?)Know and recount significant events from the pastKnow the names of significant people and explain why they are importantKnow the names of some significant local places and explain why they are importantIdentify some ways in which history is represented (paintings, diaries, stories)Use a range of sources to find out about the events, people and places studied (eg. books, videos, pictures, artefacts)

History: KS2				
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NC History Objectives for KS2		<ul style="list-style-type: none">continue to develop a chronologically secure knowledge and understanding of British, local and world historyestablish clear narratives within and across the periods they studynote connections, contrasts and trends over time	<ul style="list-style-type: none">develop the appropriate use of historical terms	<ul style="list-style-type: none">regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significanceconstruct informed responses that involve thoughtful selection and organisation of relevant historical informationunderstand how our knowledge of the past is constructed from a range of sources
Year 3	<ul style="list-style-type: none">the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient EgyptAncient Greece - a study of Greek life and achievements and their influence on the western worldchanges in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none">Place periods studied on a timeline and compare where this fits into other periods studiedIdentify key features, people and events of periods studiedUnderstand what everyday life was like for people during the periods studiedCompare to our lives today	<ul style="list-style-type: none">Use dates and terms related to the passing of time (eg. ancient, modern, AD/BC, CE/BCE, century)Use historical terms to describe periods and features studied (including significant, way of life, period. achievements)	<ul style="list-style-type: none">Ask simple questions about the period studied (eg. How old is it? What food did they eat in Ancient Greece? When did the Ancient Egyptians live?)Address enquiry questions about change, cause, similarity and difference and significance (eg. Would you rather live in Ancient Greece or modern day Britain?)Use a range of sources to find out about the period studiedIdentify a range of sources (eg. artefacts, letters, newspaper articles, art, architecture)
Year 4	<ul style="list-style-type: none">the Roman Empire and its impact on BritainBritain's settlement by Anglo-Saxons and Scotsthe Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none">Place events/periods studied on a timeline and compare where this fits into other events/periods studiedIdentify key features, people and events of periods studiedIdentify connections and contrasts between everyday life for people across the periods studied (eg. Was life better in Prehistoric Britain? or Roman Britain?)	<ul style="list-style-type: none">Use dates to refer to events and periods studiedUse increasingly complex terms related to the passing of time (eg. 4th century, millenium)Use increasingly complex historical terms to describe periods and features studied (including era, empire, invade, conquer, migrate, settle)	<ul style="list-style-type: none">With support, ask increasingly complex questions about the period studied (eg. How did people's lives change in Roman Britain?)Address increasingly complex enquiry questions about change, cause, similarity and difference and significance (eg. Boudicca: Hero or Villain?)Begin to use sources as evidence to support responses to enquiry questionsUnderstand what makes a good source (3 Rs: rich, reliable, relevant)
Year 5	<ul style="list-style-type: none">a local history study - Windrush & Migrationa non-European society that provides contrasts with British history – Benin 900AD/Baghdad 900AD	<ul style="list-style-type: none">Place events/periods studied on a timeline and compare where this fits into other events/periods studiedIdentify key features, people and events of periods studiedUnderstand some ways in which our society has changed over timeCompare early non-European civilization with corresponding period in British history	<ul style="list-style-type: none">Use dates to refer to events and periods studiedUse range of increasingly complex historical terms to describe periods and features studied (including migration, migrants, immigration, discrimination, empire, generation, contemporary, society, civilisation, progress, advances)	<ul style="list-style-type: none">With support, ask a wider range of increasingly complex questions about the period studied (eg. What influence has the Windrush generation had on our local community?)Address increasingly complex enquiry questions about change, cause, similarity and difference and significance (eg. Which civilisation was more advanced - the Obas or the Anglo-Saxons?)Select relevant sections of information to support responses to enquiry questionsKnow the difference between primary and secondary sourcesCompare accounts of events from different sources
Year 6	<ul style="list-style-type: none">a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WW2	<ul style="list-style-type: none">Place events/periods studied on a timeline and compare where this fits into other events/periods studiedIdentify key features, people and events of periods studiedUnderstand how an aspect of life has changed over time (eg. by examining the role of women in WW2)	<ul style="list-style-type: none">Use dates to refer to events and periods studiedUse a broader range of increasingly complex historical terms to describe periods and features studied (eg. trend, theme, home front, propaganda, allies)	<ul style="list-style-type: none">Ask a wide range of complex and valid questions about the period studied (Who benefited from...? Who was the most significant...?)Address increasingly complex enquiry questions about change, cause, similarity and difference and significance (eg. How did the role of women change as a result of WW2?)Bring together knowledge gathered from a range of sources to support responses to enquiry questionsUnderstand how different sources can lead to different interpretations of events (eg. propaganda during WW2)