

History Progression Map				
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		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 past Know where the people and events studied fit within a chronological framework Identify 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 time Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Ask and answer questions Choose and use parts of stories and other sources to show that they know and understand key features of events Understand some of the ways in which we find out about the past Identify different ways in which it is 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 life (TOYS) Theme: Advancement 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 (Christopher Columbus & Amelia Earhart) Theme: Impact 	<ul style="list-style-type: none"> Sequence events in their life Sequence 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 important Use sources to find out answers to questions about the past
Year 2	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (The Great Fire of London) Theme: Impact significant historical events, people and places in their own locality (The School) Theme: Advancement 	<ul style="list-style-type: none"> Sequence events on a simple timeline Put 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 questions about the past (eg. How did the Great Fire of London start?) Know and recount significant events from the past Know the names of significant people and explain why they are important Know the names of some significant local places and explain why they are important Identify 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 history establish clear narratives within and across the periods they study note 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 significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources
Year 3	<ul style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world Theme: Power changes in Britain from the Stone Age to the Iron Age Theme: Advancement 	<ul style="list-style-type: none"> Place periods studied on a timeline prior to 0 Identify what life was like in the past - how people lived in the period studied Identify what events happened and what happened as a result Understand what everyday life was like for people during the periods studied Compare 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?) Use a range of sources to find out about the period studied Identify a range of sources (eg. artefacts, letters, newspaper articles, art, architecture) Identify different ways in which the past is represented
Year 4	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain Theme: Power & Impact Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Theme: Migration & Power 	<ul style="list-style-type: none"> Place periods studied on a timeline across BCE and CE Use a timeline to show how eras overlap Identify key features and events and offer reasonable explanations for some events (Boudicca's rebellion, Roman Invasion) Begin to give reasons for the main events and changes of the period studied Identify connections and contrasts between everyday life for people across the periods studied Compare similarities and differences from one time period to the next (Celts vs. Romans) 	<ul style="list-style-type: none"> Use appropriate historical terms in discussion Use dates to refer to events and periods studied Use 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?) Use sources to address historically valid questions and hypotheses. Understand what makes a good source (3 Rs: rich, reliable, relevant) Begin to evaluate the usefulness of different sources
Year 5	<ul style="list-style-type: none"> A local history study - Windrush & Migration Theme: Migration a non-European society that provides contrasts with British history – Baghdad 900AD Theme: Advancement 	<ul style="list-style-type: none"> Place periods studied on a timeline and compare where this fits into other periods studied Track changes and developments of a trend within a period studied - migration To examine causes and results of events and the influence these have had on life today. Compare reasons for the main events and changes for the periods studied. Understand some ways in which our society has changed over time Compare early non-European civilization with corresponding period in British history 	<ul style="list-style-type: none"> Use appropriate historical terms to describe key features of a time period and understand concepts Use 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?) Select relevant sections of information to support responses to enquiry questions Know the difference between primary and secondary sources Compare accounts of events from different sources Offer some reasons for different versions of events 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?)
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 Theme: Power & Impact the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt Theme: Advancement 	<ul style="list-style-type: none"> Place overlapping periods and events studied on a timeline Use a timeline to demonstrate changes, trends and developments across periods studied - ancient civilisations Use knowledge to describe the individual and special features of past societies and times. Give reasons why changes have occurred using historical knowledge and evidence. Understand how an aspect of life has changed over time Compare earliest civilisations across world history 	<ul style="list-style-type: none"> Use historical terms in context and understand terms relating to different types of history (cultural, economic, political, religious, social) Use 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 questions Understand how different sources can lead to different interpretations of events (eg. propaganda during WW2) Consider ways of checking the accuracy of interpretations – fact or fiction and opinion