

Progression Map for History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

History					
		Chronological understanding	Knowledge and interpretation	Historical enquiry	Breadth of Study
EYFS	N	-3-4 Enjoy listening to longer stories and can remember much of what happens. From C&L -3-4 Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' from MATHS	3-4 Begin to make sense of their own life-story and family's history. UW		Vocab and concepts: today now next first then later finished when a long time ago already happened has not happened yet what where who why family
	R	ELG: (Past and Present) Understand the past through settings, characters and events encountered in books read in class and story telling;	R: Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. UW ELG: (Past and Present) · Talk about the lives of the people around them and their roles in society; UW · Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; UW		Vocab and concepts: Yesterday tomorrow In the past in the future day week month year memory remember parent grandparent job
KS1	Y1	-Put up to three objects in chronological order (recent history). -Use words and phrases like: old, new and a long time ago. -Know that some objects belonged to the past. -Place events and facts in order on a timeline.	-Appreciate that some famous people have helped our lives be better today. •Recognise that we celebrate certain events, such as Remembrance Day, because of what happened many years ago. -Understand that we have a queen who rules us and that Britain has had a king or queen for many years. -Begin to identify the main differences between old and new objects. -Identify objects from the past, such as vinyl record. Identify similarities and differences between ways of life in different periods	-Ask and answer questions about old and new objects. -Spot old and new things in a picture. -Answer questions using a artefact/ photograph provided. =Give a plausible explanation about what an object was used for in the past. -Observe or handle evidence to generate questions and find answer to questions about the past.	Toys through time Homes through Queen Elizabeth's II reign. Cyrul Regus, Laurie Cunnigham and Brendan Batson

	Y2	<p>-Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning correctly.</p> <p>-Sequence a set of events in chronological order and give reasons for their order.</p> <p>-Use dates where appropriate.</p> <p>-Label timelines with words or phrases such as past, present, older and newer.</p>	<p>-Recount the life of someone famous from Britain who lived in the past.</p> <p>-Explain how their local area was different in the past.</p> <p>-Recount some interesting facts from a historical event, such as where the fire of London started.</p> <p>-Explain why Britain has a special history by naming some famous events and some famous people.</p> <p>-Explain what is meant by a parliament.</p> <p>-Recognise that there are reasons why people in the past acted as they did.</p>	<p>•Answer questions by using a specific source, such as an information book.</p> <p>•Research the life of a famous Briton from the past using different resources to help them.</p> <p>-Research about a famous event that happens in Britain using artefacts, pictures, stories or online sources.</p> <p>•Research the life of someone who used to live in their area using the Internet and other sources to find out about them.</p>	<p>Who were Sister Dora, Florence Nightingale and Mary Seacole?</p> <p>How has Walsall changed since Sister Dora's time?</p> <p>Gunpowder Plot</p>
LKS2	Y3	<p>-Describe events and periods using the words: BC, AD and decade.</p> <p>-Describe events from the past using dates when things happened.</p> <p>-Describe events and periods using the words: ancient and century.</p> <p>-Use a timeline within a specific time in history to set out the order things may have happened.</p>	<p>Appreciate that the early Britons would not have communicated as we do or have eaten as we do?</p> <p>-Begin to picture what life would have been like for the early settlers.</p> <p>-Suggest why certain events happened as they did in history.</p> <p>-Suggest why certain people acted as they did in history.</p> <p>-Describe changes that have happened in the locality of the school throughout history.</p> <p>-Describe the characteristic features of the past including ideas beliefs attitudes and experiences of men, women and children.</p>	<p>-Suggest suitable sources of evidence for historical enquiries.</p> <p>-Use evidence to ask questions and find answers about the past.</p> <p>-Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>-Use various sources of evidence to answer questions.</p> <p>-Through research, identify similarities and differences between given periods in history.</p>	<p>Stone Age – Iron Age</p> <p>Clues from the past</p> <p>Tools and weapons</p> <p>Non-European society contrast with the UK- The Mayans (contrast with Iron Age)</p> <p>Clues from the past</p> <p>Builders and Growers</p> <p>The Industrial Revolution/Victorians (local history study)</p> <p>Exploration and Empire</p> <p>Innovation and Industry</p>
	Y4	<p>Plot periods of history and events on a timeline using centuries.</p> <p>Use their mathematical skills to round up time differences into centuries and decades.</p> <p>Use dates and terms to describe events.</p>	<p>Explain how events from the past has helped shape our lives.</p> <p>-Appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences.</p> <p>-Know that people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>-Recognise that the lives of wealthy people were very different from those of poor people.</p> <p>-Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>	<p>-Research two versions of an event and say how they differ.</p> <p>-Suggest causes and consequences of some of the main events in a given time period.</p> <p>-I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>The Roman Empire and its impact on Britain</p> <p>Clues from the past</p> <p>Invasion and Conquest</p> <p>Ancient Egypt</p> <p>Clues from the past</p> <p>Beliefs and Burials</p> <p>Tudors</p> <p>Monarchs</p> <p>Entertainment and Exploration</p>

UKS2	Y5	<p>Use dates and historical terms accurately in their work.</p> <p>Construct a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived etc.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p>	<p>Describe historical events from the different periods they have studied.</p> <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Test out a hypothesis in order to answer a question.</p> <p>Appreciate how historical artefacts have helped us understand more about lives in the present and past.</p> <p>Select suitable sources of evidence and give reasons for choices.</p>	<p>The Anglo-Saxons Kingdoms and Conquests Beliefs and Burials</p> <p>Ancient Greece Clues from the past Influence and Impact</p> <p>Crime and Punishment</p>
	Y6	<p>Place a specific event on a timeline by decade.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Challenging Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p>	<p>Summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>Summarise how Britain has had a major influence on world history.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world</p> <p>Recognise and describe differences and similarities/ changes and continuity between different periods of history</p> <p>Challenging Suggest relationships between causes in history.</p> <p>Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.</p> <p>Trace the main events that define Britain's journey from a mono to a multi-cultural society.</p>	<p>Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Identify and explain their understanding of propaganda</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Challenging -Suggest why there may be different interpretations of events.</p> <p>-Suggest why certain events, people and changes might be seen as more significant than others.</p> <p>Pose and answer their own historical questions.</p>	<p>The Vikings and the struggle for the kingdom of England Clues from the past Kingdoms and Conquests</p> <p>The Benin Empire Kingdom of Builders and Traders</p> <p>World War II Weapons Impact</p>