

History Progression Map

Level Expected at the End of EYFS

Understanding the World

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- 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];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Christopher Columbus and Neil Armstrong];
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- 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;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

<u>Skill</u>	<u>EYFS</u>	<u>Y1/2</u>	<u>Y3/4</u>	<u>Y5/6</u>
Constructing the past	Identifying that things from the past might be different from today - technology, cars, houses etc.	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present.</p> <p>Identifying that there are some themes that link history together - locality, transport etc.</p> <p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally eg Christopher Columbus</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times</p>	<p>Building a coherent knowledge of the Stone and Iron ages by comparison throughout most lessons.</p> <p>Building a coherent knowledge of British history from the Iron Age to Roman Britain</p> <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain.</p>	<p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p> <p>Building an understanding of post-1066 Britain through the Victorians and their impact on today's world</p> <p>Comparing Viking Britain with the Maya civilisation and understanding the reasoning for similarities/differences between each civilisation</p>
Sequencing the past/Chronology	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born - relating to family such as parents and grandparents</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order</p> <p>Identifying that there are different periods of time in history - Georgians/Victorians/Tudors/20thC etc.</p> <p>Identifying and comparing people from different periods of time - Captain Cook, Grace Darling.</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning</p>	<p>Placing Stone and Iron Ages into wider chronological contexts - make references to Ancient Egypt and pyramids/achievements</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context - in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Placing Victorian Britain into chronological context and it's legacy and impact today</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>
Continuity and change	Identify that some things within living memory have changed and some things have stayed the same - growing up, changing teachers/classrooms etc.	<p>Identifying that changes have happened in history that can impact on today</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p> <p>Identifying that changes throughout history have had important consequences</p> <p>Identifying WHY some things have stayed the same throughout history - people living in towns/cities, explorers trying to find new things etc.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages</p> <p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain</p> <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain</p> <p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain</p>	<p>Identifying the continuities and changes of Greek achievements and inventions from then to now</p> <p>Identifying the continuity and change from Victorian Britain to the modern day</p> <p>Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:</p>

<p>Cause and effect</p>	<p>Identifying that certain choices have a consequence to them - building a castle/wearing armour will make you safer etc.</p>	<p>Identifying that certain events and individuals have had major consequences in history</p> <p>Identifying that history can affect the local area, as well as nationally and globally</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' - Titanic sinking and health and safety changes made due to it</p> <p>Identifying that certain events and individuals have had major consequences in history.</p> <p>Identifying how events from history are so significant that they are remembered each year - Remembrance and Bonfire Night</p>	<p>Identifying the major causes of advancement from Stone to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming - communicating the reasons for it and the impact on life</p> <p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain - identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Identifying the effects and influence of Greek achievements on the Western world - democracy, philosophy, medicine, language etc.</p> <p>Identifying that one event can have multiple effects - invasions of Britain by AS and V</p> <p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying the effect of Victorian inventions on today's world as either positive or negative</p>
<p>Significance and interpretation</p>	<p>Understanding that some events and people from history are important because they have achieved something or had an effect</p>	<p>Identifying why certain people/events are significant in history - achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally</p> <p>Begin to understand what makes someone or something significant</p> <p>Identifying why certain people/events are significant in the wider context of history - Captain Cook's voyages and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p>	<p>Identifying why advancements in the Stone and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p> <p>Identify why Boudicca is such a significant individual for both British and Roman history</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p>	<p>Identify why interpretations can change in light of new evidence - change in meaning of the word 'barbarian'</p> <p>Identifying the significance of Victorian achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p> <p>Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now - who felt more of their impact, us or them?</p>
<p>Carrying out a historical enquiry</p>	<p>Starting to ask simple questions about people or events from within living memory</p>	<p>Guided enquiry using knowledge from topic e.g. What was Captain Cook's biggest achievement?</p> <p>Guided enquiry using knowledge from topic Making semi-independent decisions and using evidence provided to justify</p>	<p>Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p> <p>How much did the Romans really impact Britain?</p> <p>Make independent decisions and using evidence to justify</p>	<p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Independent selection of sources to provide evidence Making independent decisions using a range of evidence to justify</p> <p>Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>

<p>Using sources as evidence</p>	<p>Understanding that items can tell us about someone or something - a piece of uniform, an item of clothing, an object from a certain place or event</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events - clothing, housing etc.</p> <p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Identifying primary and secondary sources - artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone and Iron ages</p> <p>Questioning the validity of sources and contradictions</p> <p>Identifying why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence</p>	<p>Using sources to interpret viewpoints, including bias</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods - Romans/Greeks/Anglo-Saxons/Vikings</p> <p>Conducting an enquiry about the greatest impact of the Victorians on today - using sources as evidence in a debate</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>
<p>Vocabulary and communication</p>	<p>Simple words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p> <p>Using phrases and words to describe the passing of time -e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p> <p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p>