



History Progression Map 2021-2022

Early Years Foundation Stage - Understanding the World: People, Culture and Communities - Geography

ELG:

Describes the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, knows some similarities and differences between different religions and cultural communities, knows differences between life in the country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate maps.)

NATIONAL CURRICULUM

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 History - key stages 1 and 2

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.

SUBJECT CONTENT

KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- **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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- **Significant historical events, people and places in their own locality.**

KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- **Changes in Britain from the Stone Age to the Iron Age** Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.
- **The Roman Empire and its impact on Britain.** Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.
- **Britain's settlement by Anglo-Saxons and Scots** Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion - Canterbury, Iona and Lindisfarne
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.** Examples (non-statutory) This could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066
- **A local history study** Examples (non-statutory) a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Examples (non-statutory); the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century * the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain; 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 provides 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.



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	<p>Nursery Show interest in the lives of people who are familiar to me and start to understand generational relationship. Can remember and talk about significant events in my own experience. Recognise and describe special times or events for family or friends.</p>	<p>Reception Ask how and why questions. Take an interest in past and present. Takes and interest and comments through but not restricted to family, seaside, transport, dinosaurs. Understands the generational relationship in a basic family tree.</p>	<p>Year 1</p> <ul style="list-style-type: none"> Changes in living memory linking to aspects of change in national life Lives of significant individuals – Lives of significant individuals – Kings and Queens 	<p>Year 2</p> <ul style="list-style-type: none"> Events beyond living memory significant nationally or globally – Lives of significant individuals Significant historical events, people and places in their locality 	<p>Year 3/4</p> <ul style="list-style-type: none"> Cycle 1 Changes in Britain from the Stone Age to the Iron Age-The Stone Age The Roman Empire and its impact on Britain 	<p>Year 3/4</p> <ul style="list-style-type: none"> Cycle 2 Ancient Greece The achievements of the earliest civilisations-Ancient Egypt 	<p>Year 5/6</p> <ul style="list-style-type: none"> Cycle 1 Britain's settlement by Anglo-Saxons and Scots – The Vikings A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – Crime and Punishment from the Anglo-Saxons to the present A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – A significant turning point in British history – World War II 	<p>Year 5/6</p> <ul style="list-style-type: none"> Cycle 2 A non-European society that provides contrasts with British history – The Mayans An historical study of an aspect or site dating from a period beyond 1066 that is significant in the locality – The Mayflower Voyage/William Bradford and Links to Austerfield
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Chronological Understanding	<p>As a Nursery historian: Can I retell a simple past event in correct order (e.g. went downslide, hurt finger). Can I recognise my own immediate family and relations and understand the relationship eg my mummy, my grandma). Can I pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. Can I see my new friends have similarities and differences that connect them to, and distinguish them from, others. Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p>	<p>As a Reception historian: Can I remember and talk about significant events in my own experience. Can I recognise and describe special times or events for family or friends. Can I place my family in chronological order starting from me? Can I compare and contrast characters from stories, including figures from the past. I can comment on images of familiar situations in the past. I can talk about the lives of the people around them and their roles in society; I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; I can put objects in chronological order using the past and now. I understand the past through settings, characters and events encountered</p>	<p>As a Year 1 historian: Can I put up to three objects in chronological order (recent history) on a time line? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past? (when appropriate). Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p>	<p>As a Year 2 historian: Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before? Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p>	<p>As a Year 3 historian: Am I beginning to use dates and historical terms to describe events? Am I beginning to use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain with support? Can I place events and artefacts on a timeline using dates? Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line? Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?</p>	<p>As a Year 4 historian: Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain with increasing independence? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a time line? Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?</p>	<p>As a Year 5 historian: Can I use dates and historical terms more accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I examine timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)? Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change? Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time? Can I understand and use appropriate</p>	<p>As a Year 6 historian: Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods</p>
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<p>Continue to develop positive attitudes about the differences between people. I can show interest in the lives of people who are familiar to me. I can remember and talk about significant events in my own experience. I can recognise and describe special times or events for family or friends.</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>	<p>in books read in class and storytelling.</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>							<p>historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?</p>	<p>studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?</p>
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Historical Enquiry	<p>As a Nursery historian: Can I question why things happen? Am I beginning to understand why and how questions? Can I see my new friends have similarities and differences that connect them to, and distinguish them from, others. Am I beginning to make sense, show interest and discuss my own life-story and family's history. Can I show interest in different occupations through stories.</p> <p>Can I understand and use vocabulary such as: how, why, because?</p>	<p>As a Reception historian: Can I answer how and why questions about experiences and in response to stories or events?</p> <p>I understand that I can learn and ask questions about the past through settings, characters and events encountered in books read in class and storytelling. Can I ask questions and recognise new and old?</p> <p>Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p>	<p>As a Year 1 historian: Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different sources, such as an information book or pictures?</p> <p>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p>	<p>As a Year 2 historian: Can I understand and talk about how people find out about the past? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using a specific source, such as an information book? Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past using different resources to help me?</p> <p>Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?</p>	<p>As a Year 3 historian: Am I beginning to use evidence to ask questions and find answers to questions about the past? Am I beginning to suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history with support? Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past? Am I beginning to use research skills in finding out facts about the time period I am studying? Am I beginning to compare and contrast different forms of evidence in my research? Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?</p>	<p>As a Year 4 historian: Can I use evidence to ask questions and find answers to questions about the past? Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history independently? Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use my research skills in finding out facts about the time period I am studying? Through my research, can I compare and contrast different forms of evidence? Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?</p>	<p>As a Year 5 historian: Can I devise historical questions about the period I am studying? Can I analyse evidence in order to justify claims about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use some different sources of evidence to deduce information about the past? Can I select suitable sources of evidence? Can I give a reason to support an historical argument? Can I identify propaganda? Can I refine lines of enquiry with support?</p>	<p>As a Year 6 historian: Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying? Can I seek out and analyse a wide range of evidence in order to justify claims about the past? Can I make judgements about the reliability of historical sources when answering questions about the past? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use a wide range of sources of evidence to deduce information about the past? Can I select suitable sources of evidence, giving reasons for choices? Can I give more than one reason to support an historical argument? Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate?</p>
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Knowledge and interpretation	<p>As a Nursery historian: Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world?</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, change, what happened?, why, because?</p>	<p>As a Reception historian: I can compare and contrast characters from stories, including figures from the past. I can comment on images of familiar situations in the past. I can talk about the lives of the people around them and their roles in society; I am starting to recount and talk about events and people from the past. I am starting to look closely at similarities and differences, patterns and change?</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</p>	<p>As a Year 1 historian: Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today? Can I recognise that there are reasons why people in the past acted as they did? Can I tell you how I found out about people or events in the past? Can I find out more about a famous person from the past and carry out some research on him or her? Can I find out something about the past by talking to an older person? Can I recognise that some forms of evidence are more reliable than others</p>	<p>As a Year 2 historian: Can I describe historical events? Can I describe significant people from the past and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? Can I talk about similarities and differences between two different time periods? Can I explain how local people or events in history have changed things nationally or internationally? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I explain why Britain has a special history by</p>	<p>As a Year 3 historian: Am I beginning to give reasons why certain events happened as they did in history? Can I begin to talk about why certain people acted as they did in history? Am I beginning to explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Am I beginning to describe changes that have happened in the locality of the school throughout history? Can I give a broad overview of what life was like in ... for children? Am I beginning to compare some of the times studied with those of other areas of interest around the world? Am I beginning to describe the social, cultural or religious diversity of past societies? Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and</p>	<p>As a Year 4 historian: Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives today? Can I appreciate why Britain would have been an important country to have invaded and conquered? Can I describe changes that have happened in the locality of the school throughout history? Can I give a broad overview of life for men, women and children in ...? Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past societies? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I describe different accounts of an historical event, explaining some of the</p>	<p>As a Year 5 historian: Can I answer historical questions, using information and evidence that I have carefully considered and selected? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? Can I identify continuity and change</p>	<p>As a Year 6 historian: Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe in detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?</p>
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			<p>when finding out about the past? Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?</p> <p>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>naming some famous events and some famous people? Can I talk about what type of evidence is reliable when finding out about the past? Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events? Can I create my own accounts of historical people or events?</p> <p>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>	<p>experiences of men, women and children? Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I talk about the causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to communicate information about the past?</p>	<p>reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	<p>in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to communicate information about the past? Can I choose ways to present information and ideas?</p>	<p>Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to a high standard to communicate information about the past? Can I choose and use original ways to present information and ideas?</p>
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