



Curriculum Progression Map

History



Early Years Foundation Stage	Key Stage One
<p><u>Development Matters (DM-R)</u> <u>Understanding the World</u></p> <p>Reception</p> <ul style="list-style-type: none"> · Comment on images of familiar situations in the past. · Compare and contrast characters from stories, including figures from the past. <p>Early Learning Goal (ELG)</p> <p>Past and Present</p> <ul style="list-style-type: none"> · 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. 	<p>National Curriculum Programme of Study</p> <p>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.</p> <p>Key Stage Two</p> <p>National Curriculum Programme of Study</p> <p>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.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge and understanding		<ul style="list-style-type: none"> *Know how to order set of objects, photos/pictures or events to demonstrate understanding of changes in time and give reasons for order created *Know that events have happened in the past in own lifetime (recall events and describe memories in own lifetime) *Know how to demonstrate an understanding of time vocabulary by using words and phrases: old, new, young, days, months, years 	<ul style="list-style-type: none"> * Know that events and objects can be sequenced in chronological order and give reasons for their order. *Know that significant events that have happened in other people's lifetime e.g. Samuel Pepys and the Great Fire of London (Recall and describe with increasing detail about events being studied) *Know how to demonstrate an understanding of time vocabulary by using words and phrases: recently, before, after, now, later, during , 	<ul style="list-style-type: none"> *Know how significant events of a period can be placed on a time line. *Know how to demonstrate understanding of prior learning through recalling and describing with increasing detail events being studied and compare with studies from KSI *Know how to demonstrate an understanding of time vocabulary by using words and phrases: century, decade, BC/BCE & AD/CE. Chronological order 	<ul style="list-style-type: none"> *Knows how to sequence key events from a significant era using a timeline *Know that that some historical events occurred concurrently in different locations e.g. Ancient Indus civilisation coinciding with the building of Stonehenge * Know how to demonstrate understanding of time vocabulary by using words and phrases: chronology, era, sequence, ancient/modern 	<ul style="list-style-type: none"> *Know how to create timeline placing historical events, artefacts, sources of information from periods studied. Know how to demonstrate understanding time position of current topic in relation to prior studied *Know that some events in a time period can be considered more significant than others and that some historical events occurred concurrently in different locations by giving examples *Know how to demonstrate understanding of time vocabulary by using words and phrases: millennium, millennia legacy, trends over time. 	<ul style="list-style-type: none"> * Know how to create timeline significant information from periods studied.. Know that chronological positions of periods studied sometimes overlap of occur concurrently. *Know that there is the interconnectivity of world events and a legacy e.g. colonisation of the Americas, slavery and the treatment of migrants after WWII impact of colonial white rule on black Africans in 20th century through apartheid * Know how to demonstrate an understanding of time vocabulary by using words and phrases: social, cultural, political, technological and cultural changes over time
Historical sources and evidence		<ul style="list-style-type: none"> *Know that we can use different sources of information to find out about the past 	<ul style="list-style-type: none"> *Know that we can use different sources of evidence investigate the past and that they can be used help themselves and others learn about the past. *Know how to compare two different sources of evidence relating to the same event to help develop our historical understanding 	<ul style="list-style-type: none"> *Know how to use different sources of evidence to investigate the past and how we can use them to ask and answer questions about the past * Know how to compare up to 4 different sources of evidence relating to the same event to help us understand that people can have different perspectives 	<ul style="list-style-type: none"> *Know how to use different sources of evidence to investigate the past (artefacts, pictures, paintings, photos, stories, internet, information books etc.) and how we can use them to compare our lives now and the lives of people in the past * Know how to compare different sources of evidence relating to the same event. Know that evidence can be opinion based. 	<ul style="list-style-type: none"> *Know how to use different sources of evidence to investigate the past (artefacts, pictures, paintings, photos, stories, internet, information books etc.) and how there is a difference between primary and secondary sources of evidence *Know that some sources of information are subjunctive e.g. opinion, propaganda etc. Start to understand that this affects historical interpretations. 	<ul style="list-style-type: none"> Know how to use different sources of evidence to investigate the past (artefacts, pictures, paintings, photos, stories, internet, information books etc.) and know how we base ideas about the past on evidence questioning the accuracy and reliability *Know how to evaluate the subjectiveness of some sources of information e.g. opinion, propaganda etc. and know that this affects historical interpretations (fact or opinion/ bias & reliability)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry and Concepts		<p>*Know how to ask/answer simple questions about the past</p> <p>*Know that we can have an opinion of why something may have happened in the past but this needs to be based on fact</p> <p>*Know that what happened in the past determines life today</p>	<p>*Know how to ask a range of questions about stories, events and people relating to topic studied e.g. the main features of everyday life in periods studied, e.g. how did people live, suggesting ways in which these could be answered.</p> <p>*Know that we need to give reasons and evidence to support our opinions</p> <p>*Know that events and consequence in the past and today e.g. change in building materials after the Great Fire of London</p>	<p>*Know how to create questions for different types of historical enquiry and demonstrate a developing understanding how historical enquiry questions are structured, suggesting sources of evidence that could be used to answer them</p> <p>*Know that there will be different experiences and perspectives of those living in the time periods studied</p> <p>*Know that the consequences of events and the actions of people in relation to this e.g. improvement in safety of miners/minimum working ages today, Bronze Age → metals → advancement in farming, trade, warfare</p> <p>*Know that there can be simple emerging trends and themes over time e.g. reasons for invading and settling</p>	<p>*Know how to create historically-valid questions across a range of time periods, cultures and groups of people, and demonstrate understanding of the importance of these by selecting appropriate sources of evidence to support answering questions</p> <p>*Know that there can be many versions of the same events in history, giving reasons why these may exist</p> <p>*Know that discoveries and change in history have had negative and positive consequences e.g. technological advancements in Victorian era → increase in factories and urban areas → decline in employment in rural areas</p> <p>*Know that there are trends and themes over time e.g. the legacy of invasion on modern life today e.g. place names, language, infrastructure</p>	<p>*Know how to plan a historical enquiry, suggesting the evidence needed to carry out the enquiry. By identifying methods to use to carry out research to answer questions</p> <p>*Know that there can be many versions of the same events in history. Know how to explore and compare the significance of some of these</p> <p>*Know that the actions of individuals can be the cause of change e.g. Ruby Bridges → national attention to the struggle for school desegregation → desegregation of the American education system</p> <p>* know that we can explore connections, contrasts and trends over time e.g. the rise of democracy</p>	<p>*Know how to ask and answer historical and know that there is often not a single right answer to historical questions. And we can use sources to draw our own conclusions</p> <p>*Know that there needs to be an understanding of the interpretations, viewpoints and perspectives held by others and there are reasons why these may exist</p> <p>Know that change can be brought about by conflict, societal attitudes, advancement in education, medicine etc. e.g. discrimination laws e.g. societal/political racism → UK racist immigration legislation → Windrush Scandal</p> <p>* Know that we can explore and explain reasons for connections, contrasts and trends over time e.g. a change in attitude towards diversity and equality.</p>
Organisation/Communication		<p>*Knows how to show knowledge and understanding about the past in different ways e.g. role play, drawing, writing, talking about the past</p>	<p>Knows how to show knowledge and understanding about the past in different ways e.g. role play, drawing, writing, talking, labelled diagrams to tell others about people, events and objects from the past, writing simple stories and recounts about the past.</p>	<p>Knows how to present learning using speaking, writing, ICT and drawing skills Dates and terms with increasing accuracy. Knows how to suggest and explore different ways of presenting information for different</p>	<p>Knows how to present learning using speaking, writing, maths (data handling), ICT, drama and drawing skills. Dates of key events and terms correctly. Knows to consider the needs of the audience in presentation</p>	<p>Knows how to choose most appropriate way to present learning and information to an audience. Knows how to present a self-directed project or research about the studied period.</p>	<p>Knows how to present information/learning in the most appropriate way (eg written Explanation/tables and charts/labelled diagram). Accurate use of specific dates and terms. Knows how to plan and present a self-directed project or research about the studied period.</p>