

Curriculum Progression Map - History
2020/21 + 2021/22

Year Group	Areas of Study	Knowledge and understanding of events, people and changes in the past	Historical Enquiry	Chronological understanding	Historical interpretation	Organisation and communication
EYFS	<ul style="list-style-type: none"> • All about me • Autumn • Winter • Spring • Summer • Growing & changes <p>Including child led learning and child schemas</p>	<p>Skills</p> <p>Begin to discuss people and events that may have taken place in their own memory.</p> <p>Say why people may have acted the way they did.</p>	<p>Skills</p> <p>Begin to ask questions about the past - this may be within or beyond living memory but may be limited to the immediate past.</p>	<p>Skills</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p>		
		<p>Knowledge</p> <p>Recall some facts about people and events in their own past.</p>	<p>Knowledge</p> <p>Begin to ask questions about the past.</p>	<p>Knowledge</p> <p>Begin to use time words more consistently</p>		
		<p>Vocabulary</p> <p>I can see, I saw, same, different, change, what happened?, why, because?</p>	<p>Vocabulary</p> <p>how, why, because, find out, I wonder what /if/when/why?</p>	<p>Vocabulary</p> <p>yesterday, last week, at the weekend, this morning, last night.</p>		

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Year 1+2	<p>2020/21</p> <p>Toys: To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Victorians & famous people: To know about 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]</p>	<p>Skills</p> <p>Begin to say why some people may have acted the way they did</p> <p>Use information to describe the past</p> <p>Describe the differences between <i>then</i> and <i>now</i></p> <p>Look at evidence to give and explain reasons why people in the past may have acted the way they did</p>	<p>Skills</p> <p>Explore events, look at pictures and ask questions about the past.</p> <p>Look at objects from the past and ask questions.</p> <p>Use a wide range of information to answer questions</p>	<p>Skills</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Understand and use the words past and present when telling others about an event</p> <p>Understand how to put people, events and objects in order of when they happened.</p> <p>Use a timeline to place important events.</p>	<p>Skills</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Increase the range of historical sources including; eye witness accounts, historic buildings, museums, galleries and the internet</p>	<p>Skills</p> <p>Sort events or objects into groups (i.e then and now)</p> <p>Use timelines to order events or objects or significant people</p> <p>Describe objects, people or events in history.</p>

<p>Transport: To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. · To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Knowledge Recall some facts about people/ events before living memory Recount the main events from a significant period in history.</p>	<p>Knowledge Identify different ways in which the past is represented e.g paintings, photographs, newsreel, diaries, artefacts.</p>	<p>Knowledge Describe things that happened to themselves and other people in the past Recount changes in their own life over time Order a set of objects or events.</p>		<p>Knowledge Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>
<p>2021/22</p> <p>Great Fire of London To know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, plague.</p> <p>Castles To know about significant historical events, people and places in their own locality. To include historical vocabulary listed and topic specific vocabulary.</p>	<p>Vocabulary find out, explain, facts, reasons, events, actions. Additional vocab:- causes, consequences, impact, affected, actions, time periods.</p>	<p>Vocabulary questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate. Additional vocab:- wonder, points of view, opinion, sources of information, resources.</p>	<p>Vocabulary in order, a long time ago, recently, when my parents/carers / grandparents were children, in the time Additional vocab:- years, decades and centuries, in my lifetime.... modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times</p>	<p>Vocabulary find out, explain, facts, reasons, events, actions? Additional vocab:- causes, consequences, impact, affected, time periods.</p>	

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Year 3 + 4	<p>Changes to Britain from the Stone Age to the Iron Age: To demonstrate an understanding of the changes in Britain that happened between the Stone Age to the Iron Age</p> <p>Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Britain's settlement by Anglo Saxons and Scots</p> <p>To demonstrate an understanding of Britain's settlement by the Anglo Saxons. To understand the Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	<p>Skills</p> <p>Use evidence to describe the culture and leisure activities from the past</p> <p>Use evidence to describe what was important to people from the past</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past including homes.</p>	<p>Skills</p> <p>Use documents, printed sources, internet, pictures, photographs, music, artefacts, historic buildings, museums, galleries to collect evidence from the past.</p>	<p>Skills</p> <p>Use the dual terms of Before Christ/ Common Era and Anno Domini/ Common Era</p> <p>Use a timeline to place historical events from the period studied</p>	<p>Skills</p> <p>Begin to explore the idea that there are different accounts of history</p>	<p>Skills</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using ICT</p>
		<p>Knowledge</p> <p>Describe the similarities + differences between people, events + artefacts studied</p> <p>Describe</p>	<p>Knowledge</p> <p>Ask questions and find answers about the past</p>	<p>Knowledge</p> <p>Understand that a timeline can be divided into BC/ BCE and AD/ CE</p> <p>Describe the main changes in a period of history.</p>	<p>Knowledge</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>	

	<p>2021/22</p> <p>The Roman Empire and its impact on Britain</p>	<p>differences in the lives of rich and poor people in the past. Describe how some things studied from the past affect/ influence life today.</p>				
		<p>Vocabulary chronological, significant power, development, compare, contrast, influence BC + AD Ancient Civilisation.</p>	<p>Vocabulary Invader, settler</p>	<p>Vocabulary dates, BC, AD, time period, change, ancient, century, decade. era, chronology.</p>	<p>Vocabulary innovation, legacy, conquer, consequence, invasion, monarchy,</p>	<p>Vocabulary social structure</p>

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<p>Year 5 + 6</p>	<p>2020/21</p> <p>Ancient Greece & Ancient Egypt A study of Greek life and achievements and their influence on the western world.</p> <p>Achievements of earliest civilisations - broad overview of where and when the first civilisations appeared</p> <p>The Mayan civilisation Non European study that provides contrast with British history</p> <p>2021/22</p> <p>British & local history WW2 - Extended chronological study: A significant turning point in British history e.g. WWII Battle of Britain (Bletchley park)</p>	<p>Skills</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses,</p>	<p>Skills</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>	<p>Skills</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p>	<p>Skills</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Skills</p> <p>Communicate ideas about + from the past, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>

	<p>Local History Study National census, parish records etc.</p> <p>Study of local industry e.g Paper mill, Nash Mills / history of Ashridge House, influence locally and nationally of the Earl of Bridgewater and the canal system.</p>	<p>Knowledge</p> <p>Describe how some of the things studied from the past affect + influence life today.</p>	<p>Knowledge</p> <p>Investigate own lines of enquiry by posing questions to answer</p>	<p>Knowledge</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>	<p>Knowledge</p> <p>Give reasons why there may be different accounts of history.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>Knowledge</p> <p>Plan and present a self-directed project or research about the studied period.</p>
		<p>Vocabulary</p> <p>Ideologies (Political, Religious and cultural) Cultural Context Birthright Advocate Democracy Interpretation Commemorate</p>	<p>Vocabulary</p> <p>Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity</p>	<p>Vocabulary</p> <p>dates, time period, era, chronology, continuity, change, century, decade, legacy</p>	<p>Vocabulary</p> <p>propaganda, opinion, misinformation,</p>	<p>Vocabulary</p> <p>dates, time period, era, chronology,</p>

	End of Key stage expectations
Key Stage 1	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
Key Stage 2	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