

### **History Progression Map**



### **INTENT**

#### "We are not makers of history. We are made by history." - Martin Luther King, Jr.

Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our history curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. The History Curriculum allows all children to access the past world at their level of understanding. Understanding of the past is also an important part of growth for the future. Children learn about mistakes that have happened in the past and there is a hope that these mistakes will not be repeated again. They also become aware of how the past has influenced the present.

		Clife	pnological Understa	anding		
EYFS	KEY STAGE ONE		KEY STAGE TWO			
OAK	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use everyday language related to time  Order and sequence familiar events  Describe main story settings, events and principal characters	Sequence some events or 2 related objects in order  Uses words and phrases: old, new, young, days, months  Remembers parts of stories and memories about the past	Recount changes in own life over time  Puts 3 people, events or objects in order using a given scale.  Uses words and phrases	Uses timelines to place events in order.  Understands timeline can be divided into BC and AD.  Uses words and phrases: century, decade.	Uses words and phrases: century, decade, BC, AD, after, before, during.  Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.  Names and places dates of significant	Uses timelines to place and sequence local, national and international events.  Sequences historical periods.  Describes events using words and phrases such as: century, decade,	Uses timelines to place events, periods and cultural movements from around the world.  Uses timelines to demonstrate changes and developments in culture, technology, religion and soci Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians,
		such as recently, before, after, now, later.  Uses past and present when telling others about an event.		events from past on a timeline.	BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.  Identifies changes within and across historical periods.	Victorians and Today.  Describes main changes in a period in history using we such as: social, religious, political, technological and cultural.  Names date of any significant event studied from past place it correctly on a timeline
	Knowledge	and understandi	ng of past events, <sub>I</sub>	people and changes in	the past	
EYFS	KEY STAGE	ONE	KEY STAGE TWO			
OAK	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about past and present events in their own lives and in lives of family members	Tell the difference between past and present in own and other people's lives	Uses information to describe the past.  Uses information to describe differences between then and now.	Uses evidence to describe past:  Houses and settlements  Culture and leisure activities  Clothes, way of life and actions of	Shows knowledge and understanding by describing features of past societies and periods.  Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.  Gives some causes and consequences of the main events,	Chooses reliable sources of factual evidence to describ houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings an their uses; people's beliefs, religion and attitudes; thir of importance to people; differences between lives of and poor.



# **History Progression Map**



Historical Interpretation								
EYFS	KEY STAGE (	ONE	KEY STAGE TWO					
ОАК	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
	Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.	Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others	Understands that the past has been represented in different ways.  Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.  Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.		
Historical Enquiry								
EYFS	KEY STAGE (	ONE	KEY STAGE TWO					
ОАК	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Be curious about people and show interest in stories  Answer 'how' and 'why' questions in response to stories or events  Explain own knowledge and understanding, and asks appropriate questions  Know that information can be retrieved from books and computers  Record, using marks they can interpret and explain	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and describing their features.	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Asks questions such as 'how did people? What did people do for?'  Suggests sources of evidence to use to help answer questions.	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions.	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	Identifies and uses different sources of information and artefacts.  Evaluates the usefulness and accurateness of different sources of evidence.  Selects the most appropriate source of evidence for particular tasks.  Forms own opinions about historical events from a range of sources.		
Organisation and Communication								
EYFS	KEY STAGE (	ONE	KEY STAGE TWO					
OAK	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy.  Discusses different ways of presenting information for different purposes.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience	Presents information in an organised and clearly structured way.  Makes use of different ways of presenting information.  Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).  Makes accurate use of specific dates and terms.		
IMPACT (End Points)								



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By the end of the year, children will:	<u>EYFS</u>	KEY STAGE ONE		KEY STAGE TWO			
	Oak	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understanding the World	As a historian I will:	As a historian I will:	As a historian I will:	As a historian I will:	As a historian I will:	As a historian I will:
	ELG: Past and Present	Use words and phrases such	Use words and phrases such	Describe events from the past	Plot events on a timeline using centuries	Draw a timeline with different	Place features of historical events and people from past
	Talk about the lives of the	as old/ new/ a long time	as before/ after, past/	using the correct dates when they	_	historical periods showing key	societies and periods in a chronological framework.
	people around them and their	ago	present, then/now.	happened.	Round up time differences into	historical events and important	
	roles in society	-			centuries and decades.	historical figures.	I can summarise the main events from a period of history
		Recognise that some	Recount the life of someone	Use a timeline within a specified		_	explaining the order of events and what happened.
	Know some similarities and	objects belonged to the	famous from the past and	period of history to set out the	Explain how historical items can be used	Compare two or more historical	' -
	differences between things in	past	explain what they did earlier	order of things that happened in	to help build up a picture of life in the	periods, explaining things which	Summarise how Britain has had a major influence in the
	the past and now, drawing on		and what they did later.	that period.	past.	changed and things which stayed	world.
	their experiences and what has	Explain how I have changed				the same.	
	been read in class;	since I was born.	Give examples of things that	Use my mathematical knowledge	Explain how an event from the past has		I can identify and explain differences, similarities and
			were different when my	to work out how long ago events	helped shaped our lives today.	Explain how Britain may have	changes between different periods of history.
	Understand the past through	Explain how some people	parents and grandparents	took place.		learned from other countries and	
	settings, characters and events	have helped us to have	were children.		Research two versions of an event and	civilisations	Identify and explain propaganda.
	encountered in books read in	better lives.		Explain some of the times when	show how they differ.		
	class and storytelling.		Find out things about the	Britain has been invaded.		I can explain how our locality has	Describe a key event from Britain's past using a range of
		Ask and answer questions	past by talking to an older		Research what it was like for children in	changed over time.	evidence from different sources.
		about old and new objects.	person and asking them	Research to find similarities and	a given period of history and present my		
			questions.	differences between two or more	findings to an audience.	Test out a hypothesis to answer	Describe the features of historical events and way of life
		Pick out old and new things		periods of history.		questions.	from periods I have studied, presenting to an audience.
		in a picture.	Answer questions using				
			different information –	Use research skills to find answers		Understand that historical sources	
		Explain what an object from	objects, books, the internet.	to specific historical questions.		might reflect different viewpoints	
		the past might have				and explain the arguments for and	
			Research the life of a famous			against each point of view	
			person from the past using				
			different sources of				
			evidence.				