



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.

Chronological Understanding

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 such as recently, before, after, now, later. Uses past and present when telling others about an event.	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 21 st century, and the past using 19 th and 20 th centuries. Names and places dates of significant events from past on a timeline.	Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods.	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 society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline

Knowledge and understanding of past events, 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. Recounts main events from a significant in history. Uses evidence to explain reasons why people in past acted as they did.	Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People’s beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i> Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline	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. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.	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, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied.	Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies.



Historical Enquiry

Organisation and Communication

IMPACT (End Points)

History Progression Map

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