

Progression Map – History

Key Stage 1

	<i>Changes in Living Memory</i>	<i>Beyond Living Memory</i>	<i>Significant Individuals</i>
Year 1	<i>My Past</i>	<i>Great Fire of London</i>	<i>Great Explorers</i> <i>Case Study: Ibn Battuta</i>
Year 2	<i>Transport</i>	<i>Marvellous Inventions</i>	<i>Golden Age of Aviation</i> <i>Case Study: Bessie Coleman / Hilda Hewlett</i>

Key Stage 2

	<i>Changing Civilisation.</i>	<i>Society, laws and beliefs</i>	<i>Migration and settlement</i>
Year 3	<i>Prehistoric Britain</i> <i>Case Study: Mitochondrial Eve</i>	<i>Egypt</i>	<i>The Roman Empire and its impact on Britain</i> <i>Case Study: Ivory Bangle Lady</i>
Year 4	<i>The Roman Empire (and its collapse)</i>	<i>The effects of Anglo Saxon and Viking invasion of Britain</i> <i>Case Study: Abbot Hadrian The African</i>	<i>The Viking struggle for the Kingdom.</i>
Year 5	<i>The British Empire</i> <i>Case Study: Queen Victoria</i>	<i>Ancient Greece</i> <i>Case study: Battle of Troy</i>	<i>Migration to London 20th Century</i> <i>Case Study: Harold Moody</i>
Year 6	<i>Fighting for our rights</i>	<i>Early Islamic Civilisation</i>	<i>Call for a return of the Benin Bronzes?</i>

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EYFS: Understanding The World	
Strand	Past & Society
Reception	<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.

	Strands				
	Chronological Understanding	Historical Knowledge	Historical interpretation	Historical Investigations and enquiry	Presenting, organising and communication
Year 1	<p><i>Pupils should develop an awareness of the past.</i></p> <p><i>They should know where the people and events they study fit within a chronological framework</i></p> <ul style="list-style-type: none"> • I can sequence events in my life. 	<p><i>Pupils should identify similarities and differences between ways of life in different periods.</i></p> <p><i>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</i></p>	<p><i>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented</i></p> <ul style="list-style-type: none"> • I can compare two versions of a past event. 	<p><i>Children should ask and answer questions using other sources to show that they understand key features of events.</i></p> <ul style="list-style-type: none"> • I can use evidence to ask simple questions about the past. 	<p><i>Pupils can use a wide vocabulary of every day historical terms.</i></p> <ul style="list-style-type: none"> • I can show an understanding of historical terms, to show the passing of time eg. here, now, then, yesterday, last

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	<ul style="list-style-type: none"> I can sequence 3 or 4 artefacts from different periods of time. I can match objects to people of different ages. I can describe memories and changes that have happened in my own life. 	<ul style="list-style-type: none"> I recognise some similarities and differences between the past and the present I can recount parts of stories and significant events in history. I can describe significant individuals from the past. 	<ul style="list-style-type: none"> I can observe and use pictures, photographs and artefacts to find out about the past. I can begin to use stories or accounts to distinguish between fact and fiction. 	<ul style="list-style-type: none"> I can use evidence to find answers to simple questions about the past on the basis of simple observations. I can choose and select evidence and say how it can be used to find out about the past. 	<ul style="list-style-type: none"> week, last year, x years ago, a long time ago, Historical vocab: change, explorer, local, oral history, past, present, I can talk, write and draw about things from the past; I can use historical vocabulary to retell simple stories about the past; I can use drama/role play to communicate their knowledge about the past.
Continuity and change	<ul style="list-style-type: none"> I can look closely at similarities and differences, patterns and change. I can identify similarities and differences between ways of life at different times. 				
Cause and consequence	<ul style="list-style-type: none"> I can question why things have happened and begin to give explanations 				
Similarity & differences	<ul style="list-style-type: none"> I can identify similarities and differences between myself and others and among families, communities and traditions 				
Significance	<ul style="list-style-type: none"> I can recognise and describe special times or events for family or friends. I can understand why a person or event is important. 				
Diversity	<ul style="list-style-type: none"> I can study individuals and events from the wider world 				

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	Chronological Understanding	Historical Knowledge	Historical interpretation	Historical Investigations and enquiry	Presenting, organising and communication
Year 2	<p><i>Pupils should develop an awareness of the past.</i></p> <p><i>They should know where the people and events they study fit within a chronological framework</i></p> <ul style="list-style-type: none"> • I can order dates from earliest to latest on a simple timeline • I can sequence pictures from different periods. • I can sequence artefacts from different periods in time. 	<p><i>Pupils should identify similarities and differences between ways of life in different periods.</i></p> <p><i>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</i></p> <ul style="list-style-type: none"> • I can identify similarities and differences between ways of life in different periods. • I can recount parts of stories and significant events in history. • I understand that there are reasons 	<p><i>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented</i></p> <ul style="list-style-type: none"> • I can compare two versions of a past event. • I can observe and use pictures, photographs and artefacts to find out about the past. • I can begin to use stories or accounts to distinguish between fact and fiction. • I understand that evidence/sources help us to learn about the past. 	<p><i>Children should ask and answer questions using other sources to show that they understand key features of events.</i></p> <ul style="list-style-type: none"> • I can use evidence to ask simple questions about the past. • I can use evidence to find answers to simple questions about the past • I can choose and select evidence and say how it can be used to find out about the past. 	<p><i>Pupils can use a wide vocabulary of every day historical terms.</i></p> <ul style="list-style-type: none"> • I can show an understanding of historical terms, to show the passing of time eg. here, now, then, yesterday, last week, last year, x years ago, a long time ago, • I can talk, write and draw about things from the past; • I can use historical vocabulary to retell simple stories about the past; • I can use drama/role play to communicate

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		<p>why people in the past acted in the way that they did.</p> <ul style="list-style-type: none"> I can describe significant individuals from the past. 			<p>their knowledge about the past</p>
Continuity and change	<ul style="list-style-type: none"> I can identify similarities and differences between ways of life at different times. I can compare and contrast things in the past with my own experiences and life. 				
Cause and consequence	<ul style="list-style-type: none"> I can discuss why people did things, why events happened and what happened as a result. 				
Similarity and differences	<ul style="list-style-type: none"> I can make simple observations about different groups of people and events. 				
Significance	<ul style="list-style-type: none"> I can talk about who was and what was important in a simple historical account. 				
Diversity	<ul style="list-style-type: none"> I can talk about the role of women and how that has changed throughout history. I can examine different accounts of the same event. 				
	Chronological Understanding	Historical Knowledge	Historical interpretation	Historical Investigations and enquiry	Presenting, organising and communication
	<i>Pupils should continue to develop a chronologically secure knowledge of British, local and world history,</i>	<i>Children should note connections, contrasts and trend over time.</i>	<i>Children should understand how our knowledge of the past is</i>	<i>Children should regularly address historically valid questions about change,</i>	<i>Pupils should develop the appropriate use of historical terms</i>

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<p>Year 3</p>	<p><i>establishing clear narratives within and across periods they are studying</i></p> <ul style="list-style-type: none"> • I can place events from periods studied on a timeline. • I can sequence several events, artefacts or historical figures on a timeline using dates. 	<ul style="list-style-type: none"> • I can note key changes over a period of time and can begin to give reasons for these changes. • I can begin to explain how people and events in the past have influenced life today. • I can identify key features and events of the time studied. 	<p><i>constructed from a range of sources.</i></p> <ul style="list-style-type: none"> • I can look at different versions of the same historical event and identify differences. 	<p><i>cause, similarity and difference and significance.</i></p> <p><i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <ul style="list-style-type: none"> • I can use a range of sources to find out about the past. • I can construct informed responses about one aspect of life or key event in the past. • I can address and sometimes devise my own questions to find out about the past. • I can begin to undertake my own research. 	<ul style="list-style-type: none"> • I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms • I can present, communicate and organise ideas about the past. • I can start to present ideas based on their own research about a studied period.
<p>Continuity and change</p>	<ul style="list-style-type: none"> • I can make links and describe events, situations and changes within and across different periods/societies. 				

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Cause and consequence	<ul style="list-style-type: none"> I can recognise why people did things, why events happened and what happened as a result. 				
Similarities and differences	<ul style="list-style-type: none"> I can draw comparisons across people, places and events studied. 				
Significance events and people	<ul style="list-style-type: none"> I can talk about who/what was important in a historical account. I can talk about why they/the event are still important today 				
Diversity	<ul style="list-style-type: none"> I can discuss the changing role of men of women through periods studied. I can examine the impact of the Romans, why some people became Romanised, whilst others resisted them (Boudicca) Poor/Wealthy Divide. I can gain an understanding of the multi-ethnicity & diversity of the Roman Soldiers who built and defended the wall. 				
	Chronological Understanding	Historical Knowledge	Historical interpretation	Historical Investigations and enquiry	Presenting, organising and communication
Year 4	<p><i>Pupils should continue to develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across periods they are studying</i></p> <ul style="list-style-type: none"> I can place events from periods studied on a time line 	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> I can note key changes over a period of time and can begin to give reasons for these changes. 	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources</i></p> <p><i>Children understand the different versions of the past may exist and begin to explain some of the reasons why.</i></p> <ul style="list-style-type: none"> I can investigate different accounts of 	<p><i>Children should regularly address historically valid questions about change, cause, similarity and difference and significance.</i></p> <p><i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p>	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> I know and show a good understanding of historical vocabulary including: ruled, reigned, empire, invasion, conquer, kingdom I can present, communicate and

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	<ul style="list-style-type: none"> I can understand terms related to the period and begin to date events. I understand that a timeline can be divided into BC, and AD 	<ul style="list-style-type: none"> I can explain how people and events in the past have influenced life today. I can identify key features and events of the time studied. I can describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>historical events and I can explain some of the reasons why the accounts may be different.</p>	<ul style="list-style-type: none"> I can use a range of sources to find out about the past. I can construct informed responses about one aspect of life or key event in the past through careful selection and organisation of relevant historical information. I can gather more detail from sources such as maps to build up a clearer picture of the past. I can begin to undertake my own research. 	<p>organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</p> <ul style="list-style-type: none"> I present ideas based on my own research about the period being studied.
Continuity and change	<ul style="list-style-type: none"> I can make links and describe events, situations and changes within and across different periods/societies. 				
Cause and consequence	<ul style="list-style-type: none"> I can identify and give reasons for historical events, situations and changes. 				
Similarity	<ul style="list-style-type: none"> I can explore the complexity of people's lives, examining differing perspectives and relationships between different groups. 				

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and differences					
Significance	<ul style="list-style-type: none"> I can consider why someone/an event is considered significant and the impact this person/event has had on our lives today. 				
Diversity	<ul style="list-style-type: none"> I can study how as people came to Britain to trade or settle from all over the Empire so the diversity of those living in Britain expanded. I can explore diversity in the UK by examining place names (Viking and Saxon towns) 				
	Chronological Understanding	Historical Knowledge	Historical interpretation	Historical Investigations and enquiry	Presenting, organising and communication
Year 5	<p><i>Pupils should continue to develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across periods they are studying</i></p> <ul style="list-style-type: none"> I can order an increasing number of significant events, movements and dates on a timeline using dates accurately. I can accurately use dates and terms to describe historical events I understand how some historical events/periods 	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> I can note key changes over a period of time and can give reasons for these changes. I can describe connections and contrasts between aspects of history, people, events and artefacts studied. I can explain how people and events in 	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources</i></p> <p><i>Children understand the different versions of the past may exist and give reasons for this.</i></p> <ul style="list-style-type: none"> I can find and analyse a wide range of evidence about the past. I can use a range of evidence to offer some clear reasons for different interpretations 	<p><i>Children should regularly address and devise historically valid questions about change, cause, similarity and difference and significance.</i></p> <p><i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <ul style="list-style-type: none"> I can recognise when I am using primary and secondary sources of information to investigate the past. I can use a wide range of different evidence to 	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> I know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; I can present, communicate and organise ideas about from the past using detailed discussions and debates and

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	<p>occurred concurrently in different locations.</p>	<p>the past have influenced life today.</p>	<p>of events, linking this to factual understanding about the past;</p> <ul style="list-style-type: none"> • I can begin to understand the difference between primary and secondary evidence and the impact of this on reliability; • I know that people in the past represent events or ideas in a way that may be to persuade others; • I can begin to evaluate the usefulness of different sources 	<p>collect evidence about the past: ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historical sites.</p> <ul style="list-style-type: none"> • I can select relevant sections of information to address historically valid questions and construct detailed informed responses. 	<p>different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <ul style="list-style-type: none"> • I can plan and present a self-directed project or research about the studied period.
<p>Continuity and change</p>	<ul style="list-style-type: none"> • I can make links and describe events, situations and changes within and across different periods/societies • I can explore how attitudes/views have changed and adapted over time. 				

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Cause and consequence	<ul style="list-style-type: none"> I can identify and give reasons for historical events, situations and changes. I can begin to make connections by tracing a change across time. 				
Similarities and differences	<ul style="list-style-type: none"> I can examine differing perspectives and relationships between groups. I can draw comparisons across people, their perspectives, motivations and actions across periods studied. 				
Significance events and people	<ul style="list-style-type: none"> I can apply the following criteria to evaluate significance (Partington 1980) Importance, Profundity, Quantity, Durability, Relevance. 				
Diversity	<ul style="list-style-type: none"> I can study how as people came to Britain to trade or settle from all over the Empire so the diversity of those living in Britain expanded. I can explore what it was like to come to my locality for people from the Caribbean, Pakistan or Somalia for example. 				
	Chronological Understanding	Historical Knowledge	Historical interpretation	Historical Investigations and enquiry	Presenting, organising and communication
Year 6	<p><i>Pupils should continue to develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across periods they are studying</i></p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies. Sequence up to 10 events on a time line. 	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> I can note key changes over a period of time and can give reasons for these changes. 	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources</i></p> <p><i>Children understand the different versions of the past may exist and give reasons for this.</i></p> <ul style="list-style-type: none"> I can find and analyse a wide range of evidence about the 	<p><i>Children should regularly address and devise historically valid questions about change, cause, similarity and difference and significance.</i></p> <p><i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <ul style="list-style-type: none"> I can recognise when I am using primary and 	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> I know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;

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	<ul style="list-style-type: none"> • Use relevant dates and terms. • I understand how some historical events/periods occurred concurrently in different locations. 	<ul style="list-style-type: none"> • I can describe similarities and differences between aspects of history, people, events and artefacts studied. • I can explain how people and events in the past have influenced life today 	<p>past and evaluate the usefulness of sources.</p> <ul style="list-style-type: none"> • I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • I can begin to understand the difference between primary and secondary evidence and the impact of this on reliability; • I know that people in the past represent events or ideas in a way that may be to persuade others. 	<p>secondary sources of information to investigate the past.</p> <ul style="list-style-type: none"> • I can use a wide range of different evidence to collect evidence about the past • I can select relevant sections of information to address historically valid questions and construct detailed informed responses. • I can investigate my own line of enquiry by posing historically valid questions to answer. 	<ul style="list-style-type: none"> • I can present, communicate and organise ideas about from the past. • I can plan and present a self-directed project or research about the studied period.
Continuity and change	<ul style="list-style-type: none"> • I can make links and describe events, situations and changes within and across different periods of time. • I can explain why attitudes/views have changed and adapted over time. 				

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Cause and consequence	<ul style="list-style-type: none"> • I explain why events occurred, why people acted as they did and what were the consequences of these actions. • I can make connections by tracing change across time.
Similarity and differences	<ul style="list-style-type: none"> • I can examine differing perspectives and relationships between groups of people across
Significance	<ul style="list-style-type: none"> • I can apply the following criteria to evaluate significance: Importance, Profundity, Quantity, Durability, Relevance.
Diversity	<ul style="list-style-type: none"> • I can study how as people came to Britain to trade or settle from all over the Empire so the diversity of those living in Britain expanded. • When studying a period in history I can take into account the global context of the event being studied and the role of men, women and children in of Localities.