

# Progression Map – History

## Key Stage 1

	<b>Changes in Living Memory</b>	<b>Beyond Living Memory</b>	<b>Significant Individuals</b>
<b>Year 1</b>	<i>My Past</i>	<i>Great Fire of London</i>	<i>Great Explorers</i>
<b>Year 2</b>	<i>Transport</i>	<i>Marvellous Inventions</i>	<i>Golden Age of Aviation</i>

## Key Stage 2

	<b>Changing Civilisation.</b>	<b>Society, laws and beliefs</b>	<b>Migration and settlement</b>
<b>Year 3</b>	<i>Prehistoric Britain</i>	<i>Egypt</i>	<i>The Roman Empire and its impact on Britain.</i>
<b>Year 4</b>	<i>The Roman Empire (and its collapse)</i>	<i>The effects of Anglo Saxon and Viking invasion of Britain.</i>	<i>The Viking struggle for the Kingdom.</i>
<b>Year 5</b>	<i>The British Empire</i>	<i>Ancient Greece</i>	<i>Migration to London 20<sup>th</sup> Century</i>
<b>Year 6</b>	<i>The Battle of Britain &amp; The Blitz</i>	<i>Early Islamic Civilisation</i>	<i>Immigration/Migration in Britain over time</i>

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	Strands				
	Chronological Understanding	Historical Knowledge	Historical interpretation	Historical Investigations and enquiry	Presenting, organising and communication
<b>Year 1</b>	<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"> <li>I can sequence events in my life.</li> <li>I can sequence 3 or 4 artefacts from different periods of time.</li> <li>I can match objects to people of different ages.</li> <li>I can describe memories and changes that have happened in my own life.</li> </ul>	<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"> <li>I recognise some similarities and differences between the past and the present</li> <li>I can recount parts of stories and significant events in history.</li> <li>I can describe significant individuals from the past.</li> </ul>	<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"> <li>I can compare two versions of a past event.</li> <li>I can observe and use pictures, photographs and artefacts to find out about the past.</li> <li>I can begin to use stories or accounts to distinguish between fact and fiction.</li> </ul>	<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"> <li>I can use evidence to ask simple questions about the past.</li> <li>I can use evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>I can choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p><i>Pupils can use a wide vocabulary of every day historical terms.</i></p> <ul style="list-style-type: none"> <li>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,</li> <li>Historical vocab: change, explorer, local, oral history, past, present,</li> <li>I can talk, write and draw about things from the past;</li> <li>I can use historical vocabulary to retell simple stories about the past;</li> <li>I can use drama/role play to communicate their knowledge about the past.</li> </ul>
Continuity and change	<ul style="list-style-type: none"> <li>I can look closely at similarities and differences, patterns and change.</li> <li>I can identify similarities and differences between ways of life at different times.</li> </ul>				
Cause and consequence	<ul style="list-style-type: none"> <li>I can question why things have happened and begin to give explanations</li> </ul>				

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Similarity & differences	<ul style="list-style-type: none"> <li>I can identify similarities and differences between myself and others and among families, communities and traditions</li> </ul>				
Significance	<ul style="list-style-type: none"> <li>I can recognise and describe special times or events for family or friends.</li> <li>I can understand why a person or event is important.</li> </ul>				
Diversity	<ul style="list-style-type: none"> <li>I can study individuals and events from the wider world</li> </ul>				
	<b>Chronological Understanding</b>	<b>Historical Knowledge</b>	<b>Historical interpretation</b>	<b>Historical Investigations and enquiry</b>	<b>Presenting, organising and communication</b>
<b>Year 2</b>	<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"> <li>I can sequence artefacts closer together in time.</li> <li>I can order dates from earliest to latest on simple timelines.</li> <li>I can sequence pictures from different periods.</li> </ul>	<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"> <li>I can identify similarities and differences between ways of life in different periods.</li> <li>I can recount parts of stories and significant events in history.</li> <li>I understand that there are reasons why people in the past acted in the way that they did.</li> <li>I can describe significant individuals from the past.</li> </ul>	<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"> <li>I can compare two versions of a past event.</li> <li>I can observe and use pictures, photographs and artefacts to find out about the past.</li> <li>I can begin to use stories or accounts to distinguish between fact and fiction.</li> <li>I understand that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<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"> <li>I can use evidence to ask simple questions about the past.</li> <li>I can use evidence to find answers to simple questions about the past on the basis of simple observations.</li> <li>I can choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p><i>Pupils can use a wide vocabulary of every day historical terms.</i></p> <ul style="list-style-type: none"> <li>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,</li> <li>Historical vocab: change, explorer, local, oral history, past, present, artefact, global significance, slave</li> <li>I can talk, write and draw about things from the past;</li> <li>I can use historical vocabulary to retell simple stories about the</li> </ul>

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					<p>past;</p> <ul style="list-style-type: none"> <li>I can use drama/role play to communicate their knowledge about the past</li> </ul>
Continuity and change	<ul style="list-style-type: none"> <li>I can identify similarities and differences between ways of life at different times.</li> <li>I can compare and contrast things in the past with my own experiences and life.</li> </ul>				
Cause and consequence	<ul style="list-style-type: none"> <li>I can discuss why people did things, why events happened and I can start to understand what happened as a result.</li> </ul>				
Similarity and differences	<ul style="list-style-type: none"> <li>I can make simple observations about different groups of people and events.</li> </ul>				
Significance	<ul style="list-style-type: none"> <li>I can talk about who was and what was important in a simple historical account.</li> </ul>				
Diversity	<ul style="list-style-type: none"> <li>I can talk about the role of women and how that has changed throughout history.</li> <li>I can examine different accounts of the same event.</li> </ul>				
	<b>Chronological Understanding</b>	<b>Historical Knowledge</b>	<b>Historical interpretation</b>	<b>Historical Investigations and enquiry</b>	<b>Presenting, organising and communication</b>
<b>Year 3</b>	<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"> <li>I can place the time and events being studied on a time line</li> <li>I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</li> </ul>	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> <li>I can note key changes over a period of time and can begin to give reasons for these changes.</li> <li>I can begin to explain how people and events in the past have influenced life today.</li> <li>I can identify key features and events of the time studied.</li> </ul>	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources.</i></p> <ul style="list-style-type: none"> <li>I can look at more than two versions of the same event of story in history and identify differences.</li> </ul>	<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> <ul style="list-style-type: none"> <li>I can use a range of sources to find out about the past.</li> <li>I can construct informed responses about one</li> </ul>	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> <li>I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</li> <li>I can present, communicate and organise ideas about the past using models,</li> </ul>

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				<p>aspect of life or key event in the past through careful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> <li>I can regularly address and sometimes devise my own questions to find answers about the past.</li> <li>I can begin to undertake my own research.</li> </ul>	<p>drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</p> <ul style="list-style-type: none"> <li>I can start to present ideas based on their own research about a studied period.</li> </ul>
Continuity and change	<ul style="list-style-type: none"> <li>I can make links and describe events, situations and changes within and across different periods/societies.</li> </ul>				
Cause and consequence	<ul style="list-style-type: none"> <li>I can recognise why people did things, why events happened and what happened as a result.</li> </ul>				
Similarities and differences	<ul style="list-style-type: none"> <li>I can draw comparisons across people, places and events studied.</li> </ul>				
Significance of events and people	<ul style="list-style-type: none"> <li>I can talk about who/what was important in a historical account.</li> <li>I can talk about why they/the event are still important today</li> </ul>				
Diversity	<ul style="list-style-type: none"> <li>I can discuss the changing role of men of women through periods studied.</li> <li>I can examine the impact of the Romans, why some people became Romanised, whilst others resisted them (Boudicca) Poor/Wealthy Divide.</li> </ul>				
	<b>Chronological Understanding</b>	<b>Historical Knowledge</b>	<b>Historical interpretation</b>	<b>Historical Investigations and enquiry</b>	<b>Presenting, organising and communication</b>
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>	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> <li>I can note key changes over a period of time and can begin to give reasons for these changes.</li> </ul>	<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</i></p>	<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</i></p>	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> <li>I can use and understand appropriate historical vocabulary to communicate</li> </ul>

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	<ul style="list-style-type: none"> <li>I can place events from periods studied on a time line</li> <li>I can understand terms related to the period and begin to date events.</li> <li>I understand that a timeline can be divided into BC, and AD</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can explain how people and events in the past have influenced life today.</li> <li>I can identify key features and events of the time studied.</li> <li>I can describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p><i>may exist and begin to explain some of the reasons why.</i></p> <ul style="list-style-type: none"> <li>I can investigate different accounts of historical events and I can explain some of the reasons why the accounts may be different.</li> </ul>	<p><i>thoughtful selection and organisation of relevant historical information.</i></p> <ul style="list-style-type: none"> <li>I can use a range of sources to find out about the past.</li> <li>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.</li> <li>I can gather more detail from sources such as maps to build up a clearer picture of the past.</li> <li>I can regularly address and sometimes devise my own questions to find answers about the past.</li> </ul> <p>I can begin to undertake my own research.</p>	<p>information such as ruled, reigned, empire, invasion, conquer, kingdoms</p> <ul style="list-style-type: none"> <li>I can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</li> </ul> <p>I can start to present ideas based on their own research about a studied period.</p>
Continuity and change	<ul style="list-style-type: none"> <li>I can make links and describe events, situations and changes within and across different periods/societies.</li> </ul>				
Cause and consequence	<ul style="list-style-type: none"> <li>I can identify and give reasons for historical events, situations and changes.</li> </ul>				
Similarity and differences	<ul style="list-style-type: none"> <li>I can explore the complexity of people's lives, examining differing perspectives and relationships between different groups.</li> </ul>				
Significance	<ul style="list-style-type: none"> <li>I can consider why someone/an event is considered significant and the impact this person/event has had on our lives today.</li> </ul>				

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Diversity	<ul style="list-style-type: none"> <li>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.</li> <li>I can explore diversity in the UK by examining place names (Viking and Saxon towns)</li> </ul>				
	<b>Chronological Understanding</b>	<b>Historical Knowledge</b>	<b>Historical interpretation</b>	<b>Historical Investigations and enquiry</b>	<b>Presenting, organising and communication</b>
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"> <li>I can order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> <li>I can accurately use dates and terms to describe historical events</li> <li>I understand how some historical events/periods occurred concurrently in different locations.</li> </ul>	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> <li>I can note key changes over a period of time and can give reasons for these changes.</li> <li>I can describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> <li>I can explain how people and events in the past have influenced life today.</li> </ul>	<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"> <li>I can find and analyse a wide range of evidence about the past.</li> <li>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;</li> <li>I can begin to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> </ul>	<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"> <li>I can recognise when I am using primary and secondary sources of information to investigate the past.</li> <li>I can use a wide range of different evidence to collect evidence about the past: ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historical sites.</li> <li>I can select relevant sections of information to address historically valid</li> </ul>	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> <li>I know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>I can present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>I can plan and present a self-directed project or</li> </ul>

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			<ul style="list-style-type: none"> <li>I know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>I can begin to evaluate the usefulness of different sources</li> </ul>	questions and construct detailed informed responses.	research about the studied period.
Continuity and change	<ul style="list-style-type: none"> <li>I can make links and describe events, situations and changes within and across different periods/societies</li> <li>I can explore how attitudes/views have changed and adapted over time.</li> </ul>				
Cause and consequence	<ul style="list-style-type: none"> <li>I can identify and give reasons for historical events, situations and changes.</li> <li>I can question why events occurred, why people acted as they did and what were the consequences of these actions.</li> <li>I can begin to make connections by tracing a change across time.</li> </ul>				
Similarities and differences	<ul style="list-style-type: none"> <li>I can examine differing perspectives and relationships between groups.</li> <li>I can draw comparisons across people, their perspectives, motivations and actions across periods studied.</li> </ul>				
Significance of events and people	<ul style="list-style-type: none"> <li>I can apply the following criteria to evaluate significance (Partington 1980) Importance, Profundity, Quantity, Durability, Relevance.</li> </ul>				
Diversity	<ul style="list-style-type: none"> <li>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.</li> <li>I can explore what it was like to come to my locality for people from the Caribbean, Pakistan or Somalia for example.</li> </ul>				
	<b>Chronological Understanding</b>	<b>Historical Knowledge</b>	<b>Historical interpretation</b>	<b>Historical Investigations and enquiry</b>	<b>Presenting, organising and communication</b>
Year 6	<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>	<i>Children should note connections, contrasts and trend over time.</i> <ul style="list-style-type: none"> <li>I can note key changes over a period of time and can give reasons for these changes.</li> </ul>	<i>Children should understand how our knowledge of the past is constructed from a range of sources</i>  <i>Children understand the different versions of the past may exist and give reasons for this.</i>	<i>Children should regularly address and devise historically valid questions about change, cause, similarity and difference and significance.</i>  <i>Children should construct informed responses that involve thoughtful selection and</i>	<i>Pupils should develop the appropriate use of historical terms</i> <ul style="list-style-type: none"> <li>I know and show a good understanding of historical vocabulary including abstract terms such as</li> </ul>

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	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies.</li> <li>Sequence up to 10 events on a time line.</li> <li>Use relevant dates and term.</li> <li>I understand how some historical events/periods occurred concurrently in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> <li>I can explain how people and events in the past have influenced life today</li> </ul>	<ul style="list-style-type: none"> <li>I can find and analyse a wide range of evidence about the past and evaluate the usefulness of sources.</li> <li>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;</li> <li>I can begin to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>I know that people in the past represent events or ideas in a way that may be to persuade others.</li> <li>I can consider different ways of checking the accuracy of interpretations of the past;</li> </ul>	<p><i>organisation of relevant historical information.</i></p> <ul style="list-style-type: none"> <li>I can recognise when I am using primary and secondary sources of information to investigate the past.</li> <li>I can use a wide range of different evidence to collect evidence about the past: ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historical sites.</li> <li>I can select relevant sections of information to address historically valid questions and construct detailed informed responses.</li> <li>I can investigate my own line of enquiry by posing historically valid questions to answer.</li> </ul>	<p>democracy, civilisation, social, political, economic, cultural, religious;</p> <ul style="list-style-type: none"> <li>I can present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>I can plan and present a self-directed project or research about the studied period.</li> </ul>
Continuity and change	<ul style="list-style-type: none"> <li>I can make links and describe events, situations and changes within and across different periods of time.</li> <li>I can explain why attitudes/views have changed and adapted over time.</li> </ul>				
Cause and consequence	<ul style="list-style-type: none"> <li>I explain why events occurred, why people acted as they did and what were the consequences of these actions.</li> <li>I can make connections by tracing change across time.</li> <li>I can create connections and construct informed responses by tracing the ripples through time.</li> </ul>				

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Similarity and differences	<ul style="list-style-type: none"><li>I can examine differing perspectives and relationships between groups of people across time and space.</li></ul>
Significance	<ul style="list-style-type: none"><li>I can apply the following criteria to evaluate significance (Partington 1980) Importance, Profundity, Quantity, Durability, Relevance.</li><li>I understand the distinction between fame and significance when exploring an event, or significant individual</li></ul>
Diversity	<ul style="list-style-type: none"><li>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.</li><li>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 a range of Localities.</li></ul>