

## History Progression Map (Early Years)

<b>Aspect of learning: Understanding the world</b>	
<b>30-50 months</b>	
People and communities	<ul style="list-style-type: none"> <li>• To show interest in the lives of people who are familiar to them.</li> <li>• To remember and talk about significant events in their own experiences.</li> <li>• To recognise and describe special times or events for family or friends.</li> <li>• To show interest in different occupations and ways of life.</li> <li>• To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> </ul>
The World	<ul style="list-style-type: none"> <li>• Re-enacts experiences using resources</li> <li>• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>• To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• To talk about why things happen and how things work.</li> <li>• To develop an understanding of growth, decay and changes over time.</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Responds to photographs or digital media showing shared events/familiar people or places.</li> </ul>
<b>40-60 months</b>	
People and communities	<ul style="list-style-type: none"> <li>• Talks about or responds to events in their personal history and present lives.</li> <li>• Understands that different people perform different roles.</li> <li>• Knows about festivals and celebrations that are marked within their own culture.</li> <li>• Talks about similarities and differences between themselves and others and among families, communities and traditions.</li> </ul>
The World	<ul style="list-style-type: none"> <li>• To look closely at similarities, differences, patterns and change</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Captures and documents a sequence of events or experiences using ICT.</li> </ul>
<b>ELG</b>	
People and communities	<ul style="list-style-type: none"> <li>• To talk about past and present events in their own lives and in the lives of family members.</li> <li>• To know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>
The World	<ul style="list-style-type: none"> <li>• To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>

## History Progression Map (Years 1 -6)

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology / Historical knowledge</b>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects.</p> <p>Use a timeline to place important events.</p> <p>Use words and phrases such as: <i>now, yesterday,</i></p>	<p>Briefly describe features of particular events from family, local, national and global history.</p> <p>Independently sequence events in order of when they happened, using a given scale.</p> <p>Understand and use a wider range of time terms. <i>Use some common words and phrases relating to the passage of time, such as</i></p>	<p>Identify details from several themes, societies, events and significant people covered in global history.</p> <p><i>Identify some of the achievements made by Ancient Egyptians.</i></p> <p>Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.</p> <p><i>Group a few</i></p>	<p>Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</p> <p><i>Recall some details about the impact of the Romans.</i></p> <p>Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage</p>	<p>Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.</p> <p><i>Select from a range of material and sequence using appropriate labels and dates many of the main Ancient Greek developments, people and events.</i></p>	<p>Provide overviews of the most significant features of different themes, individuals, societies and events covered.</p> <p><i>Give a summary of the main features of the Anglo-Saxon/Viking society.</i></p> <p>Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates,</p>

	<p><i>last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</i></p>	<p><i>'nowadays', 'in the past', 'previously'.</i></p> <p>Independently sequence events in order of when they happened, using a given scale, including events they have previously learnt about.</p> <p>Briefly describe features of particular people from family, local, national and global history. <i>E.g. Retell the story of Florence Nightingale</i></p>	<p><i>events, structures and artifacts belonging to the Bronze and Iron Ages.</i></p>	<p>2 topics using some dates, period labels and terms.</p> <p>Understand some features associated with themes, societies, people and events. <i>Understand aspects of life in Mayan times.</i></p>		<p>period labels and terms.</p>
<p><b>Historical concepts</b></p>	<p>Identify a few similarities, differences and changes occurring within a particular topic. <i>E.g. Identify differences and similarities between early</i></p>	<p>Independently identify a range of similarities, differences and changes within a specific time period.</p> <p>Identify a few relevant causes</p>	<p>Select what is most significant in a historical account. <i>E.g. achievements of the Ancient Egyptians.</i></p> <p>Describe some relevant causes</p>	<p>Make valid statements about the main similarities, differences and changes occurring within the topic.</p> <p>Comment on the</p>	<p>Explain reasons why particular aspects of a historical event, development, society or person were of particular significance. <i>E.g. Critically evaluate the</i></p>	<p>Explain the role and significance of different causes and effects of a range of events and developments. <i>E.g. Explain how and why the Vikings were</i></p>

	<p><i>and modern toys.</i></p> <p>Identify at least one relevant cause for, and effect of, the events covered. Give at least one reason why the event was significant.</p> <p>Identify a few similarities, differences and changes occurring within a particular topic. E.g Changes in homes from then to now.</p>	<p>and effects for some of the main events covered. <i>E.g. Identify several causes, motives and effects of WW1.</i></p> <p>Identify independently a range of similarities, differences and changes within a specific time period. <i>E.g. recognise differences in nursing from different decades.</i></p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Explain why the chosen heroes were so significant in their</p>	<p>for, and effects on, some of the key events and developments covered.</p> <p>Describe some similarities, differences and changes occurring. <i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i></p> <p>Provide a reason why two accounts of the same event might differ.</p>	<p>importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of our modern life.</p> <p>Explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i></p> <p>The child can comment on a range of possible reasons for differences in a number of accounts.</p>	<p><i>significance of the achievements and legacy of the Ancient Greeks.</i></p> <p>Explain how and why it is possible to have different interpretations of the same event or person. <i>E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</i></p> <p>Identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics. <i>E.g. Recognise several different representations and interpretations</i></p>	<p><i>such successful travellers and how important this was in their success.</i></p> <p>Compare similarities, differences and changes within and across some topics, e.g. <i>in terms of importance, progress or the type and nature of the change. (Change in ruler)</i></p> <p>Explain reasons why particular aspects of a historical event, development, society or person were of particular significance, now and then in different aspects of life.</p> <p>Explain how and why it is possible to have different</p>
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		time period.			<p><i>about Sparta.</i></p> <p>Place several valid causes and effects in an order of importance relating to events and developments. <i>E.g. List several causes and place them in an order of importance as to why the Anglo-Saxons came to Britain.</i></p> <p>Provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. <i>E.g. the Roman withdrawal leading to the invasion of Northern Britain.</i></p>	<p>interpretations of the same event or person, <i>E.g. Education, artefacts, stories.</i></p>
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<p>Historical enquiry</p>	<p>Explore events, look at pictures and ask questions <i>E.g. Which things are old and which are new? Or What were people doing?</i></p> <p>Extract information from difference types of sources: written, visual or oral. <i>E.g. Artifacts (old toys), pictures, a story, a letter.</i></p> <p>Explore events, look at pictures and ask questions <i>E.g. What were people doing? How did that happen? What is different?</i></p> <p>Extract information from difference types</p>	<p>The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about WW1 and remembrance.</p> <p>Select information independently from several different types of source including written, visual and oral sources and artifacts to answer historical questions. E.g. choose several different sources to select information about the key features of the life of a local hero or heroine.</p>	<p>Ask valid questions for enquiries and answer using a number of sources. The child can understand how sources can be used to answer a range of historical questions.</p> <p>Understand how sources can be used to answer a range of historical questions. E.g. Describe how particular sources help provide evidence about different periods.</p>	<p>Devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.</p> <p>Recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of Mayan life.</p>	<p>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. E.g. Pose independently a series of questions to investigate the success of the Greeks, select appropriate evidence and use this to produce a valid conclusion.</p> <p>Reach a valid conclusion based on devising and answering questions relating to a historical enquiry. E.g. Investigate the quality of the</p>	<p>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. E.g. Pose independently a series of questions to investigate the success/failures of the Vikings, select appropriate evidence and use this to produce a valid conclusion.</p> <p>Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g.</p>
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	of sources: written, visual or oral <i>E.g. Extract some relevant information about the life of a child in that time from pictures, artifacts or a story.</i>			Devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	<i>lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i>	<i>Select evidence that supports their judgements of how the war affected the local area</i>
Vocabulary Topic 1	<b>Toys:</b> teddy bear, rocking horse, building blocks, marbles, Jack in the box, pogo stick, games console, Barbie doll, board games and skateboard Hours weeks, months years	<b>Remembrance:</b> WW1 Allies Enemies Traitor Chronological Sequence King Queen monarch	<b>Stone Age and the Iron Age:</b> cave paintings, jewellery, woolly mammoth, nomadic, Skara Brae, Celts, hillforts, smithing and weapons, hunter-gather	<b>Mayans:</b> Stelae Hieroglyphics Maize, Maize god, Maya, religions, pyramid, Chichen Itza, pik-a-toc, cacao, logograms, codices, exploration,	<b>Anglo Saxons:</b> Bayeux Tapestry, Beowulf, lyre, mead, Offa's Dyke, runes, Sutton Hoo Helmet, thatch and wattle-and-daub, nobles	<b>Wars:</b> air force, bayonet, gas mask, navy, decades, poppy, propaganda, rations and zeppelins, blitz, military, monarch, evacuation, Axis (enemy), empire, allies, alliance,
Vocabulary Topic 2	<b>Great Fire of London:</b> burning, escaping, smoke, fireman, London, cart, Samuel Pepys, River Thames,	<b>Significant people:</b> significant Crimean war WW1 Allies Treason Health	<b>Ancient Egypt:</b> canopic jar, cartouche, hieroglyphics, irrigation, mummy, sarcophagus, scarab, tomb,	<b>Romans:</b> aqueduct, Basilica, baths, Colosseum, Empire, hypocaust, Hadrian's Wall, gladiator, roads	<b>Ancient Greece:</b> acropolis, amphitheatre, chiton, democracy, Olympics, Parthenon, philosophy,	<b>Vikings:</b> Danelaw, drinking horn, helmet, jewellery, long boat, longhouse, loom, runes, shield and Valhalla

	Pudding Lane, diary, bakers, Tower of London, King Charles II, the monument and bread.	Hygiene Nursing Victorian Medical patients	papyrus and pyramids	amphitheatre, mosaic, toga, Boudicca, strigil, invasion, turret, milecatle, senator, fort	pyxis, Trojan Horse and vase	Lindisfarne
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