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**History Progression Map**

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| **National curriculum and expectations for History** |
| **EYFS** | **Understanding the World (People and Communities)**Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.  | **Understanding the World (The World)** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.  |
| **KS1** | Pupils should be taught about: * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
* events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; significant historical events, people and places in their own locality.
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| **KS2** | Pupils should be taught about: * changes in Britain from the Stone Age to the Iron Age;
* the Roman Empire and its impact on Britain;
* Britain’s settlement by Anglo-Saxons and Scots;
* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
* a local history study;
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;
* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
* Ancient Greece – a study of Greek life and achievements and their influence on the western world;
* a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization. AD 900; Benin (West Africa) c. AD 900-1300.
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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Historical Interpretations** | Pupils should be taught to: discuss two versions of a past event, explain what can be seen in photographs and pictures, say what artefacts might have been used for, listen to stories and accounts from the past, begin to understand that sources can tell us about the past.  | Pupils should be taught to: discuss and compare two versions of a past event, explain what photos and pictures can tell them about the past, make predictions about what artefacts may have been used for and reason about their predictions, begin to distinguish between fictional stories and factual accounts of past events, develop an understanding of how sources can tell us things about the past. | Pupils should be taught to: identify and discuss the differences between two versions of the same event or story, identify some of the reasons why accounts may be different.  | Pupils should be taught to: begin to understand the reliability of sources and how this may affect how versions of events are presented, consider why individuals from history may have produced different versions of the same event.  | Pupils should be taught to: discuss the reliability of a variety of sources, begin to justify interpretations of events using evidence, understand how to check the accuracy of interpretations of the past, understand the differences between primary and secondary sources, know the purpose of propaganda, use knowledge of individuals from the past to develop an understanding of why interpretations of events can be different.  | Pupils should be taught to: draw on historical knowledge to discuss the reliability of a variety of sources, use evidence to reason about why interpretations of events are often different, understand the differences between primary and secondary sources and how this can affect reliability, understand the impact propaganda had on interpretations of events, evaluate the usefulness of different sources, draw on people’s backgrounds and experiences to discuss why interpretations of events are often different. |
| **Historical Investigations** | Pupils should be taught to: ask simple questions about the past, use evidence to find the answers to simple questions, begin to identify what evidence can tell us about the past.  | Pupils should be taught to: observe and handle evidence to ask simple questions about the past, use simple observations of evidence to find the answers to simple questions, choose and select evidence and be able to say how it can be used to find out about the past.  | Pupils should be taught to: use a range of sources to find out about the past, begin to use historical information to discuss a key event in the past, begin to gather more detail from sources to build a clearer picture, begin to undertake some research on a given event in the past, address questions to find answers about the past.  | Pupils should be taught to: know how to use a range of sources to find out about the past, construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information, gather more detail from sources and explain how this helps to create a clearer picture of the past, undertake own research and explain the findings from this, begin to devise own questions to find out about the past, address questions using evidence to support responses | Pupils should be taught to: recognise when they are using primary or secondary sources to investigate the past, begin to use a wide variety of evidence to collect evidence about the past, identify which sections of information are relevant when addressing questions, construct historically valid questions to answer.  | Pupils should be taught to: know when they are using primary or secondary sources to investigate the past and understand how this can affect reliability, use a wide variety of evidence to collect historically valid evidence about the past, select relevant sections of information to address historically valid questions and construct detailed, informed responses, pose historically valid questions when investigating their own lines of enquiry. |
| **Chronological understanding** | Pupils should be taught to: begin to use phrases such as old, new, earliest, latest, order dates from earliest to latest on a simple timeline, describe some memories and changes that have happened in their own lives.  | Pupils should be taught to: use phrases such as past, present, future, century, modern, before, after, sequence artefacts and events that are close together in time, order dates and events from earliest to latest on a timeline, sequence pictures form different periods, describe memories and changes that have happened in their own lives.  | Pupils should be taught to: understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini), sequence several events on a timeline using dates, begin to develop a clear narrative within and across the periods of history that they study.  | Pupils should be taught to: know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and how the dates are presented in reverse order to each other, sequence several events, artefacts or historical figures on a timeline using dates, including those that are further apart, include terms related to the unit being studied when sequencing, have a good understanding of the narrative within and across the periods of history that they study. | Pupils should be taught to: use dates more accurately when ordering an increasing number of significant events, movements and dates, use dates and terms to describe historical events, begin to understand and describe in some detail the main changes to an aspect in a period of history, understand how some historical events/periods occurred concurrently in different locations.  | Pupils should be taught to: use dates accurately when ordering an increasing number of significant events, movements and dates on a timeline, accurately use dates and terms to describe historical events, understand and describe in some detail the main changes to an aspect in a period of history and what impact this had, understand how some historical events/periods occurred concurrently in different locations and be able to give examples of this. |
| **Knowledge and understanding of events, people, and changes in the past.** | Pupils should be taught to: begin to recognise some similarities and differences between life in different periods, begin to recognise some similarities and differences between the past and the present, be able to simply explain a story or an event in history, begin to understand why people in the past acted a certain way, name some individuals from the past and say why they are significant.  | Pupils should be taught to: recognise some similarities and differences between life in different periods, recognise some similarities and differences between the past and the present and make links to their own life, describe and recount a story or an event in history in some detail, understand why people in the past needed to act in a certain way, describe some individuals from the past, including details of why they are historically significant. | Pupils should be taught to: describe some key changes over time and be able to give reasons for these, compare the lives of people from a period of time studied to their own life, develop an understanding of how people and events in the past have influenced life today, be able to identify key aspects and events of the period of time studied.  | Pupils should be taught to: describe in detail some key changes over time and be able to give reasons for these, compare several aspects of the lives of people from a period of time studied to their own life, be able to explain how people and events in the past have influenced life today, be able to identify key features, aspects and events of the period of time studied and draw contrasts between aspects of history.  | Pupils should be taught to: compare trends over time in the everyday lives of people, begin to use appropriate historical terms when describing the past, examine great events in history and describe the impact these had on people, describe the key features of the past, including attitudes and beliefs and the everyday lives of men, women and children.  | Pupils should be taught to: note connections, contrasts and trends over time and compare these to the lives of everyday people, use appropriate historical terms when describing the past such as culture, political, religious, social and economic, use a range of evidence to examine great events in history and use this evidence to determine the impact these had on people, describe in detail the key features of the past, including attitudes and beliefs and the everyday lives of men, women and children and give reasons for these. |
| **Presenting, organising and communicating**  | Pupils should be taught to: show an understanding of historical terms, such as monarch, parliament, government, war, remembrance, talk, write and draw about things from the past, begin to use some historical vocabulary to retell simple stories about the past, begin to use drama/role play to retell stories from the past. .  | Pupils should be taught to: when talking about the past, use historical terms, such as monarch, parliament, government, war, remembrance appropriately, talk, write and draw about things from the past, use historical vocabulary accurately to retell simple stories about the past, use drama/role play to retell stories from the past and communicate their knowledge of the past.  | Pupils should be taught to: use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms, present ideas about the past in a variety of different ways, present information that has been collected through their own research.  | Pupils should be taught to: use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms, 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; present information that has been collected through their own research and begin to explain what evidence has been drawn upon. | Pupils should be taught to: know and show an understanding of historical vocabulary, have a detailed discussion to present and communicate ideas about the past, present ideas in a variety of different ways including different genres of writing, plan and present their own research about the period being studied.   | Pupils should be taught to: know and show a good understanding of historical vocabulary and use this when discussing events from the past, 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; plan and present their own research or self-directed project about the period being studied. |