

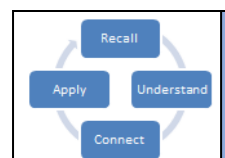


History Progression Map

<p><b>Essential knowledge for an historian:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of significant periods, concepts, people and events in history.</li> <li>• Knowledge of chronology of events in the past.</li> <li>• Knowledge of key aspects of world, British and local history.</li> </ul>	<p><b>Essential skills for a historian:</b></p> <ul style="list-style-type: none"> <li>• The ability to investigate and explain the impact of historical events.</li> <li>• The ability to use, represent and question a range of sources and evidence.</li> <li>• The ability to communicate, reflect, debate and discuss the past.</li> </ul>
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The teaching of history should develop a passion and enthusiasm for the past to inform their understanding of the present.

	<u>EYFS</u>	<u>Key Stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key Stage 2</u>
<b>Historical overview.</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history</li> <li>• Comment on images of familiar situations in the past</li> <li>• Talk about the lives of people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events and significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• <b>Compare some aspects of life in different periods.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened locally.</li> <li>• Give an overview of what life was like in Britain and the wider world during specific periods.</li> <li>• Investigate what life was like for people during different periods in history.</li> <li>• Make comparisons between periods studied.</li> <li>• Begin to consider reasons for different accounts in history and distinguish fact from opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify local continuity and change over time and the impact this had on how we live now.</li> <li>• Create structured accounts of what life was like, including social, ethnic, political, cultural and religious aspects of historical periods.</li> <li>• Investigate connections, contrasts and trends over time in Britain and the wider world during specific periods.</li> <li>• Consider and explain different accounts and viewpoints, considering bias (e.g. men, women, children, different religions, countries etc).</li> <li>• Make detailed comparisons between periods, <b>including ideas, beliefs, attitudes and experiences.</b></li> </ul>
<b>Significant historical events, people and concepts</b>	<p><b>Remembering and discussing their own lives</b></p> <p><b>People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p><b>Being imaginative and expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher</p> <p><b>Past and present</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<ul style="list-style-type: none"> <li>• The Great Fire of London.</li> <li>• Toys from the past.</li> <li>• Explorers.</li> <li>• Events commemorated through festivals or anniversaries (e.g. jubilees, local anniversaries, Royal events, memorial etc).</li> <li>• Study of lives of significant individuals who have contributed to national and international achievements e.g. Florence Nightingale, Elizabeth I, Mary Seacole, Queen Victoria, Guy Fawkes. Henry VIII.</li> </ul>	<p><b>British:</b></p> <ul style="list-style-type: none"> <li>• Invaders and settlers – Vikings, Saxons.</li> <li>• Tudors and Stewarts</li> <li>• Changes in Britain Stone age to Iron age.</li> <li>• Roman Empire and the impact on Britain.</li> <li>• Local history study.</li> <li>• World War I and II.</li> <li>• Victorians, British Empire, Industrial revolution</li> <li>• The plague</li> <li>• Normans – Battle of Hastings.</li> </ul>	<p><b>World:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greeks.</li> <li>• Ancient Egypt.</li> <li>• Ancient China</li> <li>• Dinosaurs</li> </ul>
<b>Key Vocab</b>	<p>People, special, story, same, different</p> <p>Use words associated with the past including yesterday, last week, last year</p> <p>Use past tense when speaking about things that happened in the past</p>	<p>nation, civilisation, monarchy, democracy, parliament, war, battle, peace, change, period, living memory, historical, compare, chronology/chronological,</p>	<p>civilisation, monarchy, democracy, parliament, sources, compare, contrast, impact, society, attitudes, experiences, cultural, viewpoints, reflect, invasion, conquest, rule, settlement, withdrawl, kingdoms, conversion, rise and fall, reign, struggle, laws, justice, aspects, locality, crime, punishment, epidemic, pandemic, peasantry, empire, reign</p>	<p>Continuity, legacy, biased, unbiased, resistance, endemic, industry, revolution, political</p>



	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Investigation and interpretation</b>	<p><b>Talking about things they have done with people that are special to them</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask and answer questions about the past.</li> <li>Ask questions such as: What was it like for people? How long ago?)</li> <li>Use sources to find out about the past.</li> <li>Identify some of the different ways that the past has been recorded and represented.</li> </ul>	<ul style="list-style-type: none"> <li>Use research and evidence to deduce and infer information about the past.</li> <li>Ask questions such as: How was ___ different to ___? How does ___ compare to ___?</li> <li>Appropriately select and use a range of sources to find out about the past.</li> <li>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use research and evidence to deduce and infer information about the past refining lines of enquiry appropriately.</li> <li>Ask perceptive question such as: What if? What was for ___ compared to ___ and why? What was the impact of?</li> <li>Appropriately select, use, analyse and evaluate a range of sources to find out about the past, giving reasons for the selection.</li> <li>Describe different accounts of an historical event, considering propaganda, bias and social context.</li> <li>Suggest causes and consequences of some of the main events and changes in history and discuss their wider impact on life and society.</li> </ul>
<b>Sources</b>	<p>Pictures Paintings Photographs Stories Artefacts</p>	<ul style="list-style-type: none"> <li>Artefacts – fossils,</li> <li>Pictures – photographs, artwork, tapestry</li> <li>Stories – fiction,</li> <li>Online sources – websites, newsclips, online journals</li> <li>Databases - graphs, surveys, census, Doomsday book</li> <li>Written account - diary accounts</li> <li>Eyewitness testimony – video testimony, diaries, extracts</li> <li>Music and plays</li> </ul>		
<b>Key Vocab</b>	Sources, special, people, question,	significant, experiences, sources, viewpoint, identify, recorded, represented, artefact, account, describe, research, reason, explain, question	testimony, eyewitness, retrieve, cause, consequence, appropriate, select, interpret, accounts, explain, question, differing, influence, changes, impact, suggest, social, enquiry	Rigorous, analysis, causal, deduce, infer, perspective, perceptive, imply, bias, unbiased, propaganda, context, economic, evaluate
<b>Understanding chronology</b>	<p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words and phrases such as past, present, older, newer, recently, before and after.</li> <li>Recount changes that have occurred in their own lives in order.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefact and historical figures on a timeline, using dates.</li> <li>Recount and explain change over time, representing this with evidence on a time line.</li> <li>Use dates and specific terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefact and historical figures on a timeline, using dates, with a wider understanding of where events fit on a larger scale.</li> <li>Describe the main changes in a period of history, using terms such as social, religious, political, industrial, technological and cultural.</li> <li>Identify periods of rapid change in history and contrast them with times of stability.</li> <li>Understand the concept of continuity and change over time, representing them on a timeline, along with evidence, on a time line.</li> <li>Use dates and terms accurately when describing events.</li> </ul>
<b>Key Vocab</b>	Past, present, changes Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past	A long time ago, recently, years, decades, past, present, older, newer, before and after.	Era, centuries, millennium, ancient, period, chronology, age (e.g. Stone Age), period, reign of.	Stability, relatively, continuity, evidence, changes, representations.