**A blue logo with a person's hand

Description automatically generated History Progression Map**

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| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **All about me and my family**  **Sequencing**  **Toys in the past**  **Houses in the past**  **Transport** | **George Stephenson & the development of the railways**  **Changes in seaside holidays** | **Remembrance**  **Florence Nightingale and Mary Seacole**  **Significant local events and people** | **The Stone Age, Bronze Age and Iron Age**  **Early Civilisations and Ancient Egypt** | **Ancient Greece**  **Roman Britain** | **Anglo-Saxons, Vikings and Jutes**  **The Kingdom of Benin** | **Industrial Revolution**  **Peterloo Massacre**  **The Victorians** |
| **Historical Chronology and Understanding** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Talk about members of their immediate family and community.  During dedicated talk time, listen to what children say about their family; share information about your own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures.  Using examples from real life and from books, show children how there are many different families.  Children develop an understanding of the passing of time for example school day.  Through stories and traditional tales, children learn language such as Once upon a Time, now and then. | Sequence some events or 2 related objects in order. (Timeline for changes within living memory)  Uses words and phrases: old, new, young, days and months.  Remembers parts of stories and memories about the past.  Can discuss differences within topics such as trains or the changes in seaside holidays between ‘past’ and ‘present’. | Recount changes in own life over time. (Discussions)  Puts 3 people, events or objects in order using a given scale. For example, Florence Nightengale, Mary Seacole and present.  Uses words and phrases such as recently, before, after, now, later.  Uses past and present when telling others about an event. | Uses evidence to describe past: Houses and settlements; Culture and leisure activities; Clothes, way of life and actions of people.  Can discuss differences and similarities between ancient civilisations such as buildings and their uses; pyramids, ziggurats, temples.  Understand similarities and differences in people’s beliefs and attitudes; Things of importance to people; Differences between lives of rich and poor.  Uses evidence to find out how any of these may have changed during a time period. (Archaeology)  Describes similarities and differences between people, events and objects.  STONE-IRON AGE: Tools and artefacts, comparing the 3 ages; housing, clothes, tools etc. – used artefacts and books to show this.  Shows changes on a timeline. ANCIENT EGYPT and STONE-IRON AGE: Palaeolithic, Mesolithic and Neolithic, Bronze and Iron ages; use of timeline. | Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and in the wider world. Contrast between Romans and previous KS2 topics.  Gives some causes and consequences of the main events, situations and changes in the periods studied. (Roman Invasion.)  Identifies changes and links within and across the time periods studied. Comparison between British society 42Ad-end of ‘Roman Rule’; society, for example place names.  Names and places dates of significant events from past on a timeline. Show Trojan War, Greek alphabet developed, Homer begins to write Iliad, Democracy introduced in Athens, construction of Acropolis, Alexander the Great begins conquests and the Romans invade. | Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and in the wider world. Contrast between Roman, Anglo-Saxon beliefs and Viking beliefs, Viking society (how is this similar/different to our society today?)  Gives some causes and consequences of the main events, situations and changes in the periods studied. Looking at Roman Invasion to arrival of Anglo-Saxons to why the Viking left Denmark and invaded Britain, cause of the decline of the Vikings (Edward the Confessor)  Understand the arrival of the Eweka Dynasty in the 12th century is related to the history of Benin together with a broadly based understanding of Africa from earliest times to the present day.  Draw links in chronology between modern history of the late 19th and early 20th century and the study of Vikings and invaders from post Roman Britain. | Uses timelines to demonstrate changes and developments in culture, technology, religion and society.  Comment on trends that happen over time. Annotate a timeline with historical terms and facts, showing a sense of historical scale (Victorians)  Uses key periods as reference points: 9th Century, industrial revolution, reign of Queen Victoria  Describes main changes in a period in history using words such as: social, religious, political, technological, and cultural.  Have a clear understanding of the order of the time periods that they have studied (covering all units across KS2). |
| **Historical Concepts** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Comment on images of familiar situations in the past.  Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. events using basicchronology, recognising that things happened before they were born. | Tell the difference between past and present in own and other people’s lives. (What types of transport did people have in the past? How are holidays different?)  Can name significant individuals – George Stephenson  Begin to understand what makes someone or something significant. | Uses information to describe the past.  Uses information to describe differences between then and now.  Recounts main events from a significant event in history. (Remembrance)  A local event remembered by the people I know- The visit from the Pope.  Uses evidence to explain reasons why people in past acted as they did:  Florence Nightengale/Mary Seacole)  Alan Turing and the impact of his work globally. | Uses evidence to describe past: *Houses and settlements;* *Culture and leisure activities; Clothes, way of life and actions of people; Buildings and their uses; People’s beliefs and attitudes; Things of importance to people; Differences between lives of rich and poor.*  Uses evidence to find out how any of these may have changed during a time period.  Describes similarities and differences between people, events and objects.  STONE-IRON AGE: Tools and artefacts, possibly showed via table comparing the 3 ages; housing, clothes, tools etc. – used artefacts and books to show this.  Shows changes on a timeline. STONE-IRON AGE: Palaeolithic, Mesolithic and Neolithic, Bronze and Iron ages; use of timeline. | Can make a comparison between British society 42Ad-end of Roman Rule.  Describes similarities and differences between people, events and objects. From Ancient civilisations, stone age, iron age and Roman Britian.  Identifies some achievements, ideas, beliefs, attitudes and experiences of men, women and children from the past. Medicine = Aristotle and Plato, Architecture = British Museum, The White House etc  Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period, including in their own locality.  Describes how some of the past events/people affect life today. For example, comparing and contrasting democracy from Ancient Greece to modern times. Relating democracy within the classroom and wider school area for example the school council. | Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and in the wider world. Contrast between Roman, Anglo-Saxon beliefs and Viking beliefs, Viking society (how is this similar/different to our society today?)  Gives some causes and consequences of the main events, situations and changes in the periods studied. Looking at Roman Invasion to why the Viking left Denmark and invaded Britain, cause of the decline of the Vikings (Edward the Confessor)  Identifies changes and links within and across the time periods studied.  Shows knowledge and understanding by describing features of past societies and periods. (Benin)  Shows an understanding of change and continuity in periods studied. | Chooses reliable sources of factual evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. (Victorians)  Gives own reasons why changes may have occurred, backed up with evidence.  Describes similarities and differences between some people, events and objects studied in the Victorian period.  Describes how some changes during the Victorian period affect life today.  Makes links between some features of past societies through the work across key stage 2.:  *(Similarities and differences, significant events, cause and consequence and continuity and change linked to threads.)* |
| **Historical Interpretation** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Begin to make sense of their own life-story and family’s history. Children are able to make a timetable of baby to reception (and think about their future) to make sense of their own life.  They are also able to talk about, discuss and draw their immediate family.  Comment on images of familiar situations in the past. Children look at photos from the past such as beaches, holidays, transport, technology, clothes and belonging and can discuss these using words such as old and new.  Compare and contrast characters from stories, including figures from the past. For example, Amelia Earhart (Little People Big Dreams series) | Begins to identify and recount some details from the past from sources (e.g. - Pictures and stories).  Compares transport (trains) in throughout history using videos, and photos.  Begins to understand why people are remembered differently - George Stephenson (Pupils use of evidence and interpretation) | Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). May include events such as Remembrance.  Understands why some people in the past did things. Motivation of Florence Nightengale and Mary Seacole and Alan Turing  Identifying why certain people/events are significant in the wider context of history – World War 1 and its impact on the world etc.  Identifying that certain individuals and events have had an impact locally, nationally and internationally | Begin to express preferences and personal responses to topics being studied and back-them up with evidence / facts.  Begin to understand why events are significant and why we may study them.  For example, advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.  Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence | Gives clear reasons why there may be different accounts of history.  Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified.  Identify why Boudicca is such a significant individual for both British and Roman British history  Identify why interpretation of these sources is critical to our understanding of the past. For example, that victors often write the history; Romans. | Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints.  Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian’.  Interpret the achievements of the The Kingdom of Benin compared to the Vikings and make a judgement on their significance – which achievements were more impressive?  Gives reasons why there may be different accounts of history. Beginning to discuss why we don’t always know what someone or something looked like because no one that was there is alive today.  Knows that people (now and in past) can represent events or ideas in ways that persuade others. Alfred the Great, Duke William of Normandy vs Harald Hardrada vs Harold Goodwinson and their claim for the throne.  Looks at different versions of the same event and identifies differences in the accounts. For example, Creation of Danelaw (Viking view vs Alfred the Great), Duke William of Normandy vs Harald Hardrada vs Harold Goodwinson.  Deepen their understanding that historical knowledge comes from a range of sources; we have to use a range of sources to make our opinion. | Recognise that some events and people are more significant than others and use evidence to back-up responses.  Understand that historical knowledge comes from a range of sources,  Make links between historical events, changes and cultures across a range of periods studied. Understands that the past has been represented in different ways.  Key lesson on how wars have changed in how they are being reported.  Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.  Identifying the significance of late Georgian and early Victorian achievements and their impact on today  Understanding why others might choose alternative achievements.  Interpreting the achievements of the late Georgians and early Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them?  Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. |
| **Historical enquiry** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Name and describe people who are familiar to them.  Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.  Children can ask questions as a form of historical enquiry to extend their knowledge such as “Do you remember when?” and “is this different?”.  Children use primary sources such as artefacts in play and start to understand that some are old and some are new. For example, telephones, cooking equipment.  Children use primary sources such as non-fiction texts and photographs ; aby to adult, our families. | Finds answers to simple questions about the past from sources of information (e.g. - pictures, stories) (Key question stems – Who? What? When? Where? Why? How?  Finds out information using artefacts, videos and pictures. | Looks carefully at pictures or objects to find information about the past. “How do we know…” evidence lesson.  Asks and answers questions such as: ’what was it like for a ....?’, ‘what happened in the past?’, ‘how long ago did .... happen?’,  Estimates the ages of people by studying and describing their features –Can link to - Science: growing and changing. | Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Asks questions such as: ‘*how did people ....? What did people do for ....?’*  Begins to suggest sources of evidence to use to help answer questions; archaeology, differences in Ziggurats and pyramids | Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Asks a range of questions about the past. Throughout children construct their own questions and answer key questions  Chooses reliable sources of evidence to answer questions.  Realises that there is often not a single answer to historical questions. | Understands the difference between primary and secondary sources of evidence. Select appropriate evidence to answer a question and recognise that there is often not a single ‘right’ answer to an historical question.  Draw conclusions on what happened based on study a range of sources Britian to 1066  Asks questions such as ‘what was it like for a ...... during ......?’.Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Suggests sources of evidence from a selection provided to use to help answer questions | Identifies and uses different sources of information and artefacts.  Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question.  Selects the most appropriate source of evidence for particular tasks.  Forms own opinions about historical events from a range of sources. |
| **Organisation and Communication** | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Compare and contrast characters from stories including figures from the past.  Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.  Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them.  Use vocabulary in context during conversations with adults and children. They can ask questions using historical language and begin to make sense of the past.  Record and present what has been learned by telling stories, drawing, sequencing and labelling.  Children can retell familiar stories and sequence them (first, next and last).  They are able to draw things from the past such as transport, technology and their family. They can label them appropriately. | Shows knowledge and understanding about the past in different ways.(e.g. - Role play, drawing, writing, talking).  Using artefacts to gather information about the changes in trains or the seaside holidays. | Shows knowledge and understanding about the past in different ways. (e.g. – speaking, writing, ICT).  Uses dates and terms.  Begins to discuss some ways of presenting information. Mind maps etc for Florence Nightengale and Mary Seacole. | Presents findings about past using speaking, writing, ICT (PowerPoints)and drawing skills.  Uses dates and terms with increasing accuracy. STONE-IRON AGE:  Palaeolithic – 2.5 Mil – 10,000BC End of Ice Age - Mesolithic – 10,000 BC Neolithic – 4,000 BC Bronze Age – 2,300 BC Iron Age – 800BC  43AD – Arrival of Romans/end of Iron Age  Pupils begin to discuss different ways of presenting information for different purposes. | Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.  Uses dates and terms accurately, throughout individual lessons.  Chooses appropriate ways to present information to an audience.  Begin to summarise ideas through media including in English lessons where historical texts are studied.  Specific vocabulary used for example deity, acropolis, democracy, oligarchy, elections or philosophy | Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.  Uses dates and terms correctly throughout and across lessons.  Discusses most appropriate and efficient way to present information, realising that it is for an audience.  Uses subject specific words such as civilization, legacy, | Independently ask and answer clear and accurate questions about the past  Presents information in an organised and clearly structured way.  Makes use of different ways of presenting information.  Presents information in the most appropriate way (e.g. – written explanation/tables and charts/labelled diagram). Range of question types allows pupils to demonstrate knowledge and understanding.  Makes accurate use of specific dates and terms. Empire, Colonisation, Imperialism, indigenous astronomy, agriculture, engineering, , architecture, suffrage, |