

History Progression Map



| History Progression of Skills Map |
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|  |  Key Stage 1*By the end of Year 2, children will be taught to:* |  Lower Key Stage 2*By the end of Year 4, children will be taught to:* |  Upper Key Stage 2*By the end of Year 6, children will be taught to:* |
| Chronological Awareness | * Sequence three or four events in their own life (e.g. birthday, starting school, starting Year 1).
* Use common words and phrases for the passing of time (e.g. now, long ago, then, before, after)
* Sequence three or four artefacts from different periods of time.
* Match objects to people from different time periods. Placing events on a simple timeline.
* Record on a timeline a sequence of historical stories heard orally.
* Sequence six artefacts on a timeline.
* Sequence six photographs, focusing on the intervals between events.
* Place events on a timeline, building on times studied.
* Begin to recognise how long each event lasted.
* Know where people/events studied fit into a chronological framework.
* Understand generation in a family context.
 | * Sequence events on a timeline, referring to times studied in KS1 to see where these fit in.
* Understand that history is divided into periods of history e.g. ancient times, middle ages and modern.
* Use dates to work out the interval between periods of time and the duration of historical events or periods.
* Use BC/AD/Century.
* Sequence eight to ten artefacts, historical pictures or events.
* Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied.
* Place the time studied on a timeline.
* Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
* Notice connections over a period of time.
* Make a simple individual timeline.
 | * Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.
* Understand the term “century” and how dating by centuries works.
* Put dates in the correct century.
* Use relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians
* Develop a chronologically secure understanding of British, local and world history across the periods studied.
* Place the time, period of history and context on a timeline.
* Relate current study on timeline to other periods of history studied.
* Compare and make connections between different contexts in the past.
* Sequence 10 events on a timeline.
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| History Progression of Knowledge MapSubstantive (abstract) concepts (KS2) |
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| Sub-strand |  Lower Key Stage 2 *By the end of Year 4, children will be taught to:* |  Upper Key Stage 2 *By the end of Year 6, children will be taught to:* |
| **Hardware** **Power (monarchy,****government and****empire)** | * understand that power is exercised in different ways in different culture, times and groups e.g. empire, monarchy.
* understand the development of tribes, kingdom and monarchy in Britain.
* understand the expansion of empires and how they were controlled across a large empire.
* know that Britain was organised into kingdoms and these were governed by monarchs.
* understand that societal hierarchies and structures existed including aristocracy and peasantry.
* understand some reasons why empires fall/collapse
 | * understand how the monarchy exercised absolute power.
* understand the process of democracy and parliament in Britain.
* understand that different empires have different reasons for their expansion.
* understand that there are changes in the nature of society.
* know that there are different reasons for the decline of different empires.
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| **Invasion,****settlement and****migration** | * know that there were different reasons for invading Britain.
* understand that there are varied reasons for coming to Britain.
* know that there are different reasons for migration.
* know that settlement created tensions and problems.
* understand the impact of settlers on the existing population.
* understand the earliest settlements in Britain.
* know that settlements changed over time
 | * understand there are increasingly complex reasons for migrants coming to Britain.
* understand that migrants come from different parts of the world.
* know about the diverse experiences of the different groups coming to Britain over time.
* know about the negative and positive experiences that migrants to Britain face.
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| **Civilisation (social****and cultural)** | * understand how invaders and settlers influence the culture of the existing population.
* understand that the role of women and men varies in different times, groups and cultures.
* understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
* know that education existed in some cultures, times and groups
 | * understand the changes and reasons for the organisation of society in Britain.
* understand how society is organised in different cultures, times and groups.
* be able to compare development and role of education in societies.
* be able to compare education in different cultures, times and groups.
* understand the changing role of women and men after 1939 in Britain.
* understand that there are differences between early and later civilisations.
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| **Trade** | * know that communities traded with each other and over the English Channel in the Prehistoric Period.
* understand that trade began as the exchange of goods.
* understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.
* understand that the Roman invasion led to a great increase in British trade with the outside world.
* understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.
* understand that trade develops in different times and ways in different civilisations.
* understand that the traders were the rich members of society.
 | * know that trade routes from Britain expanded across the world.
* understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals.
* understand that the expansion of trade routes increased the variety of goods available.
* understand that the methods of trading developed from in person to boats, trains and planes.
* understand the development of the slave trade and its impact on the people who were slaves.
* understand the development of global trade.
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| History Progression of Knowledge MapSubstantive (abstract) concepts (KS2) |
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| Sub-strand |  Lower Key Stage 2 *By the end of Year 4, children will be taught to:* |  Upper Key Stage 2 *By the end of Year 6, children will be taught to:* |
| **Beliefs** | * understand that there are different beliefs in different cultures, times and groups.
* know about paganism and the introduction of Christianity in Britain.
* know how Christianity spread.
* compare the beliefs in different cultures, times and groups.
 | * be aware of the different beliefs that different cultures, times and groups hold.
* understand the changing nature of religion in Britain and its impact.
* be aware of how different societies practise and demonstrate their beliefs.
* be able to identify the impact of beliefs on society.
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| **Achievements and****follies of mankind** | * be able to identify achievements and inventions that still influence our lives today from Roman times.
* know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.
* be aware of the achievements of the Ancient Egyptians.
* understand the global nature of war.
 | * understand that people in the past were as inventive and sophisticated in thinking as people today.
* know that new and sophisticated technologies were advanced which allowed cities to develop.
* understand the impact of war on local communities.
* know some of the impacts of war on daily lives.
* be able to identify the achievements of civilisations and explain why these achievements were so important.
* be able to compare the achievements of different civilisations and groups.
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| History Progression of Skills MapDisciplinary concepts |
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| Sub - strand | Key Stage 1 *By the end of Year 2, children will be taught to:* | Lower Key Stage 2 *By the end of Year 4, children will be*  *taught to:* |  Upper Key Stage 2 *By the end of Year 6, children will be taught to:* |
| Change andcontinuity | * Begin to look for similarities and differences over time in their own lives.
* Describe simple changes and ideas/objects that remain the same.
* Understand that some things change while other items remain the same and some are new.
* Identify similarities and difference between ways of life at different times.
* Identify simple reasons for changes.
 | * Identify reasons for change and reasons for continuities.
* Identify what the situation was like before the change occurred.
* Compare different periods of history and identify changes and continuity.
* Describe the changes and continuity between different periods of history. Identifying the links between different societies.
 | * Make links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity.
* Describe the links between main events, similarities and changes within and across different periods/studied.
* Describe the links between different societies.
* Explain the reasons for changes and continuity using the vocabulary and terms of the period as well.
* Analyse and present the reasons for changes and continuity
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| Cause andconsequence | * Ask why things happen and beginning to explain why with support.
* Ask questions about why people did things, why events happened and what happened as a result.
* Recognise why people did things, why events happened and what happened as a result.
 | * Identify the consequences of events and the actions of people.
* Identify reasons for historical events, situations and changes.
 | * Give reasons for historical events, the results of historical events, situations and changes.
* Start to analyse and explain the reasons for, and results of historical events, situations and change.
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| Similarities anddifferences | * Be aware that some things have changed and some have stayed the same in their own lives.
* Know some things which have changed / stayed the same as the past.
* Find out about people, events and beliefs in society.
* Make comparisons with their own lives.
 | * Identify similarities and differences between periods of history.
* Explain similarities and differences between daily lives of people in the past and today.
* Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
 | * Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
* Make links with different time periods studied.
* Describe change throughout time.

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| Historicalsignificance | * Recall special events in their own lives
* Discuss who was important in a historical event.
 | * Recall some important people and events.
* Identify who is important in historical sources and accounts.
 | * Identify significant people and events across different time periods.
* Compare significant people and events across different time periods.
* Explain the significance of events, people and developments
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| History Progression of Skills Map Disciplinary concepts |
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| Sub - strand | Key Stage 1 *By the end of Year 2, children will be taught to:* | Lower Key Stage 2 *By the end of Year 4, children will be*  *taught to:* |  Upper Key Stage 2 *By the end of Year 6, children will be taught to:* |
| Sources of evidence | * Use artefacts, photographs and visits to museums to answer simple questions about the past.
* Find answers to simple questions about the past using sources e.g. artefacts.
* Sort artefacts from then and now
* Make simple observations about a source or artefact.
* Use sources to show an understanding of historical concepts
 | * Use a range of sources to find out about a period.
* Use evidence to build up a picture of a past event.
* Observe the small details when using artefacts and pictures.
 | * Recognise primary and secondary sources.
* Use a range of sources to find out about a particular aspect of the past.
* Identify bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
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| Historicalinterpretations | * Begin to identify different ways to represent the past (photos, stories).
* Recognise different ways in which the past is represented (including eye-witness accounts).
* Compare pictures or photographs of people or events in the past.
 | * Identify and giving reasons for different ways in which the past is represented.
* Identify the differences between different sources and giving reasons for the ways in which the past is represented.
* Explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.
* Evaluate the usefulness of different sources.
* Independently use textbooks to gain historical knowledge.
 | * Compare accounts of events from different sources.
* Suggest explanations for different versions of events.
* Evaluate the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources.
* Develop strategies for checking the accuracy of evidence.
* Address and devising historically valid questions.
* Understand that different evidence creates different conclusions.
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| History Progression of Skills MapHistorical enquiry  |
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| Sub-strand |  Key Stage 1*By the end of Year 2, children will be taught to:* |  Lower Key Stage 2*By the end of Year 4, children will be taught to:* |  Upper Key Stage 2*By the end of Year 6, children will be taught to:* |
| Posing historicalquestions | * Ask how and why questions based on stories, events and people.
* Ask questions about sources of evidence e.g. artefacts.
* Ask a range of questions about stories, events and people.
* Understand the importance of historically-valid questions.
* Evaluate how reliable a source is.
 | * Understand how historical enquiry questions are structured.
* Create historically-valid questions across a range of time periods, cultures and groups of people.
* Ask questions about the main features of everyday life in periods studied, e.g. how did people live.
* Create questions for different types of historical enquiry.
* Ask questions about the bias of historical evidence
 | * Plan a historical enquiry.
* Suggest the evidence needed to carry out the enquiry.
* Identify methods to use to carry out the research.
* Ask historical questions of increasing difficulty e.g. who governed, how and with what results?
* Create a hypothesis to base an enquiry on.
* Ask questions about the interpretations, viewpoints and perspectives held by others.
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| Gathering,organising andevaluating evidence | * Use sources of information, such as artefacts, to answer questions.
* Draw out information from sources.
* Make simple observations about the past from a source.
* Understand how we use books and sources to find out about the past.
* Use a source to answer questions about the past.
* Evaluate the usefulness of sources to a historical enquiry.
* Select information from a source to answer a question
 | * Use a range of sources to construct knowledge of the past.
* Define the terms ‘source’ and ‘evidence’.
* Extract the appropriate information from a historical source.
* Select and record relevant information from a range of sources to answer a question.
* Identify primary and secondary sources.
* Identify the bias of a source.
* Compare and contrast different historical sources.
 | * Use different sources to make and substantiate historical claims.
* Develop an awareness of the variety of historical evidence in different periods of time.
* Distinguish between fact and opinion.
* Recognise ‘gaps’ in evidence.
* Identify how sources with different perspectives can be used in a historical enquiry.
* Use a range of different historical evidence to dispute the ideas, claims or perspectives of others.
* Consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, creators of the source.
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| Interpreting findings, analysing and making connections | * Interpret evidence by making simple deductions.
* Make simple inferences and deductions from sources of evidence.
* Describe the main features of concrete evidence of the past or historical evidence e.g. pictures, artefacts and buildings.
* Make links and connections across a unit of study.
* Select and use sections of sources to illustrate and support answers.
 | * Understand that there are different ways to interpret evidence.
* Interpret evidence in different ways.
* Understand and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
* Make links and connections across a period of time, cultures or groups.
* Ask the question “How do we know?”
 | * Interpret evidence in different ways using evidence to substantiate statements.
* Make increasingly complex interpretations using more than one source of evidence.
* Challenge existing interpretations of the past using interpretations of evidence.
* Make connections, draw contrasts and analyse within a period and across time.
* Begin to interpret simple statistical sources.
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| History Progression of Skills Map Historical enquiry |
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| Sub-strand | Key Stage 1 *By the end of Year 2, children will be*  *taught to:* | Lower Key Stage 2 *By the end of Year 4, children will be*  *taught to:* |  Upper Key Stage 2 *By the end of Year 6, children will be taught to:* |
| Evaluating anddrawing conclusions | * Draw simple conclusions to answer a question.
* Making simple conclusions about a question using evidence to support.
 | * Understand that there may be multiple conclusions to a historical enquiry question.
* Reach conclusions that are substantiated by historical evidence.
* Recognise similarities and differences between past events and today
 | * Reach conclusions which are increasingly complex and substantiated by a range of sources.
* Evaluate conclusions and identifying ways to improve conclusions
 |
| Communicatingfindings | * Communicate findings through discussion and timelines with physical objects/ pictures.
* Use vocabulary such as - old, new, long time ago.
* Discuss and writing about past events or stories in narrative or dramatic forms.
* Express a personal response to a historical story or event. / Saying, writing or drawing what they think it felt like in response to a historical story or event.
* Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
* Use relevant vocabulary in answers.
* Describe past events and people by drawing or writing.
* Express a personal response to a historical story or event through discussion, drawing our writing.
 | * Communicate knowledge and understanding through discussion, debates, drama, art and writing.
* Construct answers using evidence to substantiate findings.
* Identify weaknesses in historical accounts and arguments.
* Create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatize, write or retell the story.
* Create a structured response or narrative to answer a historical enquiry.
* Describe past events orally or in writing, recognising similarities and differences with today.
 | * Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
* Show written and oral evidence of continuity and change as well as indicting simple causation.
* Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
* Construct structured and organised accounts using historical terms and relevant historical information from a range of sources.
* Construct explanations for past events using cause and effect.
* Use evidence to support and illustrate claims.
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| History in EYFS Understanding of the World |
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| Sub-strand |  EYFS *By the end of EYFS, children will be taught to:*  |
| Understanding the World | * Begin to make sense of their own life-story and family’s history.
* Compare and contrast characters from stories, including figures from the past.
* Talk about the lives of people around them and their roles in society.
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| Past and Present | * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
* Comment on images of familiar situations in the past.
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