

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. |

| History Progression of Knowledge Map  Substantive (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. |
| **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. |
| **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. |
| **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. |

| History Progression of Knowledge Map  Substantive (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. |
| **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. |

| 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:* |
| Change and  continuity | * 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 |
| Cause and  consequence | * 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. |
| Similarities and  differences | * 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. |
| Historical  significance | * 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 |

| 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. |
| Historical  interpretations | * 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. |

| 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:* |
| Posing historical  questions | * 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. |
| Gathering,  organising and  evaluating 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. |
| 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. |

| History Progression of Skills Map  Historical enquiry | | | |
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| Evaluating and  drawing 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 |
| Communicating  findings | * 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. |

| 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. |
| 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. |