

Whole school Curriculum Progression Map: History

Aspect	EYFS	K S 1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	<u>Nursery</u> To show an interest in and Comment and ask questions about photos of familiar people and or objects from the past Show an interest in some pictures/ objects from the past. Listen to simple stories and understand what is happening with the help of the pictures. <u>Reception</u> Begin to understand that Objects or people from the past can	Express an opinion about a historical source.	Use historical sources to begin to identify viewpoint.	Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Identify bias in primary and secondary sources.	Find evidence from different sources, identify bias and form balanced arguments.	Identify different types of bias in historical sources and explain the impact of that bias.
					Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	

	look different to objects/people from the present. Begin to make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life <u>ELG</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.						
Chronological Understanding	<u>Nursery</u> Show an interest and Relive past experiences through role play activities and place and retell events in order. <u>Reception</u> Put familiar events in chronological order, using pictures and discussion.	Order information on a timeline. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	Sequence significant information in chronological order. Knowledge - A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Sequence dates and information from several historical periods on a timeline. (Knowledge - Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth	. Sequence significant dates about events within a historical time period on historical timelines. Knowledge - Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions.	Sequence and make connections between periods of world history on a timeline. Knowledge - Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.	Articulate and present a clear, chronological world history narrative within and across historical periods studied. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Know and sequence key events of time studied.

	Describe some events in some detail. ELG Understand the past through settings, characters and events encountered in books read in class and storytelling. Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.			of Christ in the Gregorian calendar)			Relate current studies to previous study.
Knowledge and understanding	<u>Everyday life</u> <u>Nursery</u> Talk about special times or events that are important to them. <u>Reception</u> Talk about past and present events in their own lives and those who are important to them <u>Hierarchy and power</u> <u>Nursery</u> Talk about the actions of kings and queens in stories.	<u>Everyday life</u> Describe an aspect of everyday life within or beyond living memory. Aspects of everyday life include houses, jobs, objects, transport and entertainment. <u>Hierarchy and power</u> Describe the role of a monarch.	<u>Everyday life</u> Describe the everyday lives of people in a period within or beyond living memory. <u>Hierarchy and power</u> Describe the hierarchy of a past society.	<u>Everyday life</u> Describe the everyday lives of people from past historical periods. (stone age to iron age) Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. <u>Hierarchy and power</u> Describe the roles of tribal communities and explain how this influenced	<u>Everyday life</u> Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain how artefacts provide evidence of everyday life in the past. <u>Hierarchy and power</u> Describe the hierarchy and different roles in ancient civilisations.	<u>Everyday life</u> Explain how everyday life in an ancient civilisation changed or continued during different periods. <u>Hierarchy and power</u> Describe the significance, impact and legacy of power in ancient civilisations.	<u>Everyday life</u> Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. <u>Hierarchy and power</u> Describe and explain the common traits and motives of leaders and monarchs from different historical periods Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.

	<u>Reception</u> Explore and talk about pictures, stories and information books on the theme of royalty.			everyday life (stone age – iron age) Describe the hierarchy and different roles in past civilisations. (Roman empire) Describe the significance and impact of power struggles on Britain <u>Civilisations</u> Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe ways in which human invention and ingenuity have changed how people live Describe the achievements and influence of the ancient Romans on the wider world	<u>Civilisations</u> Explain the cause and consequence of invasion and migration by the Romans into Britain. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements To explain the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). Describe the significance and impact of power struggles on Britain (Anglo-Saxons and Vikings)	<u>Civilisations</u> Describe the achievements and influence of the ancient Greeks on the wider world. Study a feature of a past civilisation or society. To explain the characteristics and importance of a past or ancient civilisation or society (	<u>Civilisations</u> Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Describe some of the significant achievements of mankind and explain why they are important. To explain the characteristics and importance of a past or ancient civilisation or society (culture, people, [politics, hierarchy]) Use factual knowledge and understanding of the history of Britain and the wider world, for example in explaining the rise and fall of the transatlantic slave trade To describe how the distribution of and access to natural resources, cultural influences and economic activity are significant factors in
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							community life in a settlement. To identify features of past societies and make links between different periods around the world, including similarities and difference between the Ancient Egyptian civilisation, Shang Dynasty) Describe the growth of the British economy and the ways in which its growth impacted on British life
Historical Enquiry	Nursery Be curious about people and show interest in stories. Show an interest in distinguishing between old and new. Asks questions about the books. Makes comments and shares their own ideas. Reception Develop vocabulary related to type of 'source' and evidence.	Use a range of historical artefacts to find out about the past. Express an opinion about a historical source	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint. To use different sources to find out about the past.	Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Identify bias in primary and secondary sources Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments	Use evidence to build up a picture of life in time studied. Ask perceptive questions to evaluate an artefact or historical source. 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source

	Use questioning- why, what, who, how, where. (Time line of events) Ask questions to find out more and to check they understand what has been said to them. ELG Make comments about what they have heard and ask questions to clarify their understanding						contain any information that is untrue?' Identify different types of bias in historical sources and explain the impact of that bias
Presenting, organising and communicating	Nursery Be aware of people and events from the past by sharing books and looking at photographs. Reception Share stories and talk about events in the past. ELG	Create stories, pictures, independent writing and role play about historical events, people and periods.	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography	Make choices about the best ways to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
Vocabulary	Nursery Begin to use words relating to the passage of time when retelling a past event.	Use common words and phrases relating to the	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time. Historical terms to describe periods of time include decade, century,	Use more complex historical terms to explain and present historical information (invasion, monarchy)	Articulate important information and detailed historical accounts using topic related vocabulary	Use abstract terms to express historical ideas and information. (empire, civilisation, peasantry, conquest,

	Reception Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. ELG	passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago)	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	millennia, era, AD, CE, BC and BCE		(peasantry, civilisation, treason, empire, invasion, rebellion and revolt)⁹	invasion, nation, significance, sacrifice Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, maafa, rebellion, resistance and slavery.)
	The above key skills are developed through the regular re-visiting of the Historical concepts below						
Continuity and change (during and between periods)	Nursery Begin to spot similarities and differences between pictures of the past and the modern day. Reception Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	Describe changes within or beyond living memory. Describe how a place or geographical feature has changed over time	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses	Describe the causes and consequences of a significant event in history.
Cause and consequence		Question why things happen and give explanations	Recognise why people did things, why events	Identify and give reasons for, results of, historical	Identify and give reasons for, results of, historical events, situations, change	explain reasons for, and results of, historical events, situations, changes	Analyse / explain reasons for, and results of,

			happened and what happened as a result.	events, situations, changes. Explain the cause and effect of a significant historical event	Explain the cause, consequence and impact of invasion and settlement in Britain s. Describe the hierarchy and different roles in past civilisations.	Frame historically valid questions about continuity and change and construct informed responses.	historical events, situations, changes. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. .
Similarity and Differences	Nursery Pictures and books can show how life was different in the past. Begin to spot similarities and differences between pictures of the past and the modern day. Reception Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. Describe some similarities and differences between	Identify similarities and differences between ways of life within or beyond living memory. To use historical sources to find similarities and differences between different periods Knowledge Identifying similarities and differences helps us to make comparisons	Describe what it was like to live in a different period. To identify similarities and differences between these periods To identify similarities and differences between the activists. Knowledge - A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Explain the similarities and differences between two periods of history. Knowledge - Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	Compare and contrast two civilisations. Identify changes, similarities and differences between ways of life at different times Knowledge - Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	Compare and contrast an aspect of history across two or more periods studied.(Shang Dynasty and Bronze age) Knowledge - Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time period

	things in the past and the present.	between life now and in the past.					
Significance	Significant events Nursey Begin to make sense of their own life story and family history/people who help us Reception Share stories and talk about significant people who lived in the past. Listen to stories and discuss significant events from the past. Significant people Nursey Comment and ask questions about significant people that they have seen in books and photographs. Reception Share stories and talk about significant people who lived in the past.	Significant events Identify some key features of a significant historical event beyond living memory. Significant people Understand the term significant and explain why a significant individual is important. Describe a significant historical event in British history.	Significant events Explain why an event from the past is significant. Significant people Use historical models to make judgements about significance and describe the impact of a significant historical individual. Describe and explain the importance of a significant individual's achievements on British history. To explain why an event from the past is significant	Significant events Explain the cause and effect of a significant historical event. Significant people Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. Describe how a significant event or person in British history changed or influenced how people live today Explain the cause, consequence and impact of invasion and settlement in Britain.	Significant events Explain in detail the multiple causes and effects of significant events. Significant people Construct a profile of a significant leader using a range of historical sources Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Explain the cause, consequence and impact of invasion and settlement in Britain.	Significant events Explain why an aspect of world history is significant. Significant people Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. To describe the significance of materials in the Shang dynasty.	Significant events Present a detailed historical narrative about a significant global event. Explain which causes and consequences are the most significant. Articulate the significance of a historical person, event, discovery or invention in British history. Significant people Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Describe the growth of the British economy and the ways in which its growth impacted on British life.

Local history	Nursery Explore photographs to show how the school or locality has changed over time.		Describe, in simple terms, the importance of local events, people and places				
	Reception Explore and talk about important events in the school or locality's history.						
Topic specific Vocabulary	timeline Chronology Community Occupation Baby Toddler Infant Family Then Now After Before Last week Yesterday	Chronology Sequence artefacts Historical source Significant Coronation Reign Monarch Important life events Family tree Childhood housewife past present today Victorian	Significant Dawson's model Activist Artist explorer Monarch Scientist Voyage Timeline Decade A century Memorial Expedition	CE Stone age Bronze age Iron age Hunter gatherers Nomadic settlement Knapping Harpoon Era AD BC Prehistory Prehistoric flint	Invasion Sutton Hoo Barrows monastery manuscript conquest pagan Anglo-Saxon chronicle conflict Empire Settlement conquer Danegeld Christianity raid	Civilisation Dynasty Oracle bones Ritual Ancestor Peasant Bronze Hierarchy Aristocrats Empire Artisan Yellow River Sacrifice Realms Deity	colonisation Indigenous slavery enslavement abolitionist discrimination abolish maqfa diaspora Civilisation middlemen shackles chattel

				Skara Brae Monument conflict Stonehenge metalsmiths Hierarchy		Shangdi shen Ritual	Bias Empire Emancipated windrush Middle passage
	Curriculum Principles						
Be independent	To develop independency by having a go at.	To develop self-confidence to become independent in asking simple questions about the past.	To develop self-motivation and self confidence in using different sources to ask questions about the past.	To develop independence by	To display independence		To independently
Be curious	Nursery and Reception To be curious about learning about History through stories, picture and photographs.	Be curious about the topic, stories and people in History. Be curious about how the school has	Be curious and think critically about why certain people are significant. Be curious about a local activist, Alice Hawkins,	To display curiosity and awe about why the Romans settled in Leicester. To think critically about what Roman Leicester looked like.	To become curious about place names in Leicester. To critically think about what place names in Leicester tell us about the people who have settled there.	To think critically about how the school or locality has changed over time and think about the reasons why places change over time.	To think critically and make meaningful connections through their knowledge and apply it to their everyday experiences.

		changed since it was built in the 1950s.	Be curious about the monarch in Britain and her significance (Queen Elizabeth)				
Have aspirations							To strive to embrace challenges