

History Progression Map		
Topic	Year Group	Content
Chronological understanding	KS1	<ul style="list-style-type: none"> <li>the difference between things that happened in the past and the present</li> <li>describe things that happen to themselves and other people in the past</li> <li>order a set of events or objects based on when they happened</li> </ul>
		<ul style="list-style-type: none"> <li>understand and use the words past and present when telling others about an event</li> <li>describe things that happen to themselves and other people in the past and present their findings</li> <li>understand how to put people, events and objects in order of when they happened using a timeline</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>understand that a timeline can be organised into BC (before Christ) and AD (Anno Domini) and BCE/CE</li> <li>describe an order significant events within the period studied and compared to the present-day, using dates</li> <li>use a timeline to place a star core periods and events in chronological order and give reasons for that order</li> </ul>
		<ul style="list-style-type: none"> <li>understand that's a timeline can be organised into BC/AD, BCE/CE &amp; eras</li> <li>use mathematical skills to help work out the time differences between certain major events in history</li> <li>describe an order significant events and dates on a timeline using prepositional language</li> <li>describe significant events within a period of history and how they evolved over time</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>make connections between time periods within British history and a wider world, constructing a detailed timeline, using mathematical skills to work out timescales</li> <li>explain how significant events and dates have impacted on a period of time</li> <li>research and explain the origins of a concept and its development through time</li> </ul>
		<ul style="list-style-type: none"> <li>draw parallels and conclusions between time periods within British history and the wider world, explaining when they occurred within a decade</li> <li>independently place features of historical events and people from a range of societies and periods in a chronological framework</li> <li>identify and compare changes within and across different periods</li> <li>argue how an historical concept can have both continuity and change and the impact of this on society</li> </ul>

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Understanding of events, people and changes in the past	KS1	<ul style="list-style-type: none"> <li>● recall some facts about people and or events within living memory</li> <li>● understand how a location has changed over time</li> <li>● describe how a significant person from the past has contributed to society</li> </ul>
		<ul style="list-style-type: none"> <li>● use information given to describe the events and people beyond living memory</li> <li>● compare and contrast the differences within a locality overtime</li> <li>● give reasons why a significant person in the past may have made decisions in order to bring about change</li> <li>● give examples of how their lives are different to the lives of others in the past</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>● use information given to describe key features of a time period</li> <li>● identify reasons for and results of people's actions in the past identify similarities and differences between social classes</li> </ul>
		<ul style="list-style-type: none"> <li>● Research what life was like and the key features of a given time period</li> <li>● Identify similarities and differences between social classes and the causes behind them</li> <li>● identify reasons for and results of people's actions in the past and explain the impact on modern day life</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>● identify similarities and differences between social classes and the causes behind them, within a between time periods</li> <li>● give own reasons why changes may have occurred, backed up by evidence</li> <li>● research and evaluate what life was like and the key features of a given time period</li> </ul>
		<ul style="list-style-type: none"> <li>● research and formulate an opinion about what life would have been like and the key features of a given time period</li> <li>● analyse trends between different social classes and the causes behind them, within and between time periods</li> <li>● create a structured account of a past event from multiple perspectives</li> </ul>

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Historical Enquiry and Interpretation	KS1	<ul style="list-style-type: none"> <li>• explore the different ways in which the past is represented</li> <li>• explore events, look at pictures, objects and artefacts and ask questions to compare</li> <li>• look at books, videos, photographs, pictures and artefacts to build a picture about the past</li> <li>• Ask and answer questions about old and new objects</li> </ul>
		<ul style="list-style-type: none"> <li>• recall different ways in which the past is represented</li> <li>• ask questions and find out answers about the past</li> <li>• use a wide range of sources, including trips and eyewitness accounts to build a picture of the past</li> <li>• identify the difference between primary and secondary sources</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• use primary and secondary sources as evidence about the past</li> <li>• ask questions and find answers about the past from a range of sources</li> <li>• explore the idea that there are different accounts of history and why they exist</li> <li>• suggest why certain events happened as they did in history</li> <li>• recognise the part that archaeologists have had and helping us understand more about the past</li> </ul>
		<ul style="list-style-type: none"> <li>• analyse and evaluate primary and secondary sources to collect evidence about the past</li> <li>• ask questions and find answers about the past, from a range of sources, evaluating the reliability</li> <li>• look at different versions of the same event in history and identify differences, in order to formulate a hypothesis</li> <li>• know that people in the past represent events or ideas in a way that persuades others</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• compare and contrast primary and secondary sources to collect evidence about the past</li> <li>• choose reliable sources of evidence to answer questions realising that there is often not a single answer to historical questions investigate own lines of enquiry by posing probing questions to answer</li> <li>• know that people in the past but also have a point of you and this can affect interpretation</li> <li>• give reasons why they may be different accounts of History</li> <li>• identify how history can impact on the decisions that are made by government, wars, monarchy, crime and punishment</li> <li>• pose historical hypothesis using primary and secondary sources to reach a reasoned conclusion</li> </ul>
		<ul style="list-style-type: none"> <li>• critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some may be more significant than others</li> <li>• choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints</li> <li>• create an historical account, using existing primary and secondary sources as evidence</li> </ul>

- understand that some evidence from the past is propaganda, opinion or misinformation, and this affects interpretations of history
- give clear reasons why there may be different accounts of history, linking this to factual understanding of the past

## History Progression Map

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Communication	KS1	<ul style="list-style-type: none"> <li>• tell stories and experiences about the past</li> <li>• describe, draw and role-play events and people from the past</li> </ul>
		<ul style="list-style-type: none"> <li>• describe objects, people or events in history, building on others ideas and discussions</li> <li>• communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• build on challenge and summarise other's ideas and discussions giving reasons for their opinions</li> </ul>
		<ul style="list-style-type: none"> <li>• present opinions that are contradictory to their own</li> <li>• build on, challenge and summarise others ideas and discussions, giving reasons for their opinions coherently</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• structure a detailed argument of a complex narrative on a period of time</li> <li>• reach a shared agreement during discussions when evaluating historical hypothesis for the validity of a source</li> </ul>
		<ul style="list-style-type: none"> <li>• structured talk and debate in both formal and informal ways by grouping arguments by theme</li> <li>• respond to differences in opinion what, offering increasingly complex responses, citing a wide range of evidence to support</li> </ul>

## History Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, old, new, then, same, different, past, present, after, future, Museum, historian</p>	<p>chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eyewitness, significant, compared, historical, ancient, modern</p>	<p>prehistoric, neolithic, archaeology, excavate, century, primary source, secondary source, first-hand, second-hand, decade, century, civilisation, cause, consequence, nomadic, Anno Domini, millennium, before Christ, suffrage</p>	<p>interpretation, God's, goddesses, Caesar, Conquer, conquest, Legacy, invasion, resistance, democracy, revolt, Dark Ages, Middle Ages, continuity, reliable, unreliable,, mediaeval</p>	<p>Empire, Revolution, legislation, Reformation, anachronism, interpretation</p>	<p>propaganda bias motive morale alliance Homefront subjective objective Orthodox cavalry</p>