

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

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

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Historical Enquiry and Interpretation	KS1	<ul style="list-style-type: none"> • explore the different ways in which the past is represented • explore events, look at pictures, objects and artefacts and ask questions to compare • look at books, videos, photographs, pictures and artefacts to build a picture about the past • Ask and answer questions about old and new objects
		<ul style="list-style-type: none"> • recall different ways in which the past is represented • ask questions and find out answers about the past • use a wide range of sources, including trips and eyewitness accounts to build a picture of the past • identify the difference between primary and secondary sources
	LKS2	<ul style="list-style-type: none"> • use primary and secondary sources as evidence about the past • ask questions and find answers about the past from a range of sources • explore the idea that there are different accounts of history and why they exist • suggest why certain events happened as they did in history • recognise the part that archaeologists have had and helping us understand more about the past
		<ul style="list-style-type: none"> • analyse and evaluate primary and secondary sources to collect evidence about the past • ask questions and find answers about the past, from a range of sources, evaluating the reliability • look at different versions of the same event in history and identify differences, in order to formulate a hypothesis • know that people in the past represent events or ideas in a way that persuades others
	UKS2	<ul style="list-style-type: none"> • compare and contrast primary and secondary sources to collect evidence about the past • 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 • know that people in the past but also have a point of you and this can affect interpretation • give reasons why they may be different accounts of History • identify how history can impact on the decisions that are made by government, wars, monarchy, crime and punishment • pose historical hypothesis using primary and secondary sources to reach a reasoned conclusion
		<ul style="list-style-type: none"> • 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 • choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints • create an historical account, using existing primary and secondary sources as evidence

- 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

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

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>