



History Curriculum Progression Map

History skills are taught through themes.

Themes are taught on a two year rolling programme.

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NC statutory requirement Skills Knowledge

Key skills

Across all areas of study children will: -

KS1

Identify similarities and differences between ways of life in different periods.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Understand how our knowledge of the past is constructed from a range of sources.

	EYFS		KS1		LKS2		UKS2	
	Nursery & Reception		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
	Autumn: Harvest/Light and Dark Spring: Winter Wonderland/Supheroes Summer: Big and Small/Summer Fun	Autumn: Colours/Let's Celebrate Spring: Bears/A Job Well Done Summer: Marvellous Minibeasts/Summer in the Garden	Autumn: Let's Go on Safari Spring: Poles Apart: Frozen Planet, Great Fire of London Summer: Around the World in 80 Days	Autumn: Oh I do Like to be Beside the Seaside/Then and Now Spring: Turrets and Tiaras Summer: The Secret Garden	Autumn: The Land that Time Forgot Spring: Romans Summer: Rainforests	Autumn: Egyptians Spring: Over and Under the Waves Summer: WWII Friend or Foe	Autumn: Extreme Earth Spring: Who Were the Mayans? Summer: Evolution and Inheritance	Autumn: Myths and Minotaurs Spring: Out of this World Summer: Circle of Life - Vikings vs Anglo-Saxons
Chronological Understanding	Can talk about significant events in own experience Can talk about past and present events in own life Can talk about a past event in the correct order	Can talk about significant events in own experience Can talk about past and present events in own life Can talk about a past event in the correct order	Describe memories of key events in lives Sequence artefacts closer together in time - check with reference book	Sequence photographs etc from different periods of their life Sequence events within their lifetime Sequence 3 or 4 artefacts from distinctly different periods of time	Place events from period studied on a timeline Use terms related to this period and begin to date events Understand more complex terms eg BC/AD	Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past

				Match objects to people of different ages				
Range and depth of historical knowledge	<p>Can talk about significant events in own experience</p> <p>Can talk about past and present events in own life</p> <p>Can talk about a past event in the correct order</p>	<p>Can talk about significant events in own experience</p> <p>Can talk about past and present events in own life</p> <p>Can talk about a past event in the correct order</p>	<p>Recognise the difference between past and present in their own and other lives</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise the difference between past and present in their own and other lives</p> <p>Identify differences between ways of life at different times</p> <p>They know and recount episodes from stories about the past</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - difference between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Find out about beliefs, behaviour & characteristics of people recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs & behaviours with another time studied</p> <p>Write another explanation of a past event in terms of cause and effects using evidence to support and illustrate their example</p> <p>Know key dates, characteristics and events of time studied</p>	<p>Study different aspects of different people - difference between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Find out about beliefs, behaviour & characteristics of people recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs & behaviours with another time studied</p> <p>Write another explanation of a past event in terms of cause and effects using evidence to support and illustrate their example</p> <p>Know key dates, characteristics and events of time studied</p>

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Interpretation s of history	Can ask questions about why things happen and give explanations	Can ask questions about why things happen and give explanations	Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Compare adults talking about the past - how reliable are their memories? Use stories to encourage children to distinguish between fact and fiction Compare 2 versions of a past event	Distinguish between different sources - compare different versions of the same story Use textbooks and historical knowledge Look at the evidence available Begin to evaluate the usefulness of different sources	Look at representations of the period - museum, cartoons etc Identify and give reasons for different ways in which the past is represented	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Confidently use the library and internet for research Be aware that different evidence will lead to different conclusions	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Offer some reasons for different versions of events Confidently use the library and internet for research Be aware that different evidence will lead to different conclusions
Historical Enquiry	Can ask questions about why things happen and give explanations Can talk about differences between old black and white photos and colour photos of the present day	Can ask questions about why things happen and give explanations Can talk about differences between old black and white photos and colour photos of the present day	Find answers to simple questions about the past from sources of information e.g. artefacts,	Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Observe small details - artefacts, pictures	Use a range of sources to find out about a period Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Observe small details - artefacts, pictures	Select relevant sections of information Recognise primary and secondary sources Use evidence to build up a picture of a past event Use a range of sources to find out	Select relevant sections of information Recognise primary and secondary sources Use evidence to build up a picture of a past event Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out

					<p>Select and record information relevant to the study</p> <p>Use evidence to build up a picture of a past event</p> <p>Use the library and internet for research</p>	<p>Select and record information relevant to the study</p> <p>Use evidence to build up a picture of a past event</p> <p>Use the library and internet for research</p>	<p>about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Use the library and internet for research with increasing confidence</p>
<p>Organisation and communication</p>	<p>Can build up vocabulary that reflects the breadth of their experience</p> <p>Can use past, present and future forms accurately when talking about events that have happened</p>	<p>Can build up vocabulary that reflects the breadth of their experience</p> <p>Can use past, present and future forms accurately when talking about events that have happened</p>	<p>Shows knowledge and understanding of the past in simple different ways</p> <p>Describes and writes about things which happened in the past</p> <p>Uses labels and diagrams to tell others</p>	<p>Shows knowledge and understanding of the past in simple different ways</p> <p>Describes and writes about things which happened in the past</p> <p>Uses labels and diagrams to tell others</p>	<p>Uses a range of skills when presenting information and findings to others</p> <p>Uses their knowledge and understanding when communicating ideas about the past</p> <p>Decides on own labels and diagrams to share information with others</p>	<p>Uses a range of skills when presenting information and findings to others</p> <p>Uses their knowledge and understanding when communicating ideas about the past</p> <p>Decides on own labels and diagrams to share information with others</p>	<p>Presents information in a structured and organised way using a range of skills</p> <p>Selects information to share with others and presents it in a suitable format</p> <p>Provides reasoning for their choice of certain information</p>	<p>Presents information in a structured and organised way using a range of skills</p> <p>Selects information to share with others and presents it in a suitable format</p> <p>Provides reasoning for their choice of certain information</p>