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| **History Progression Map** | | | | | | | |
| **Historical Interpretations** | | | | | | | |
|  | **EYFS** | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year Five** | **Year Six** |
| **Skills** | * Objects from the past can look different to objects from the present. * Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. * Describe some similarities and differences between things in the past and the present. | * Identify similarities and differences between ways of life within or beyond living memory. | * Use historical sources to begin to identify viewpoints. * Use historical models to make judgements about significance and describe the impact of a significant historical individual. | * Ask well composed historical questions about aspects of everyday life in ancient periods. * Make deductions and draw conclusions about the reliability of a historical source of artefact. * Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. | * Create an in-depth study of an aspect of British history beyond 1066. * Compare and contrast two civilisations. | * Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). * Find evidence from different sources, identify bias and form balanced arguments. * Compare and contrast and aspect of history across two or more periods studied. * Create an in-depth study of an aspect of British history beyond 1066. | * Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). |
| **Historical Investigations** | | | | | | | |
| **Skills** | * Explore and talk about pictures, stories and information books on the theme of royalty. * Explore and discuss similarities between aspects of their lives and life in the past using books, stories and pictures. | * Use a range of historical artefacts to find out about the past. * Express and 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 commemorative buildings, monuments and newspapers and photographs to learn about significant people, events and places in our local community’s history. | * Describe ways in which human invention and ingenuity have changed how people live. * Analyse a range of historical information to explain how a national or international event has impacted the locality. * Explain the cause and effect of a significant historical event. * Explain the cause, consequence and impact of invasion and settlement in Britain. | * Explain how artefacts provide evidence of everyday life in the past. * 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. * Explain in detail the multiple causes and effects or significant events. * Construct a profile of a significant leader using a range of historical sources. | * Study a feature of a past civilisation or society. Explore the validity of a range of historical reports and use books, technology, and other sources to check accuracy. * Use a range of historical sources or artefacts to build a picture of a historical event or person. | * Think critically, weigh evidence, sift arguments, and present a perspective on an aspect of historical importance. * Ask perceptive questions to evaluate an artefact or historical source. * Identify different types of bias in historical sources and explain the impact of that bias. * Examine the decisions made by significant individuals, considering their options and making a summative judgment about their choices. |
| **Chronological Understanding** | | | | | | | |
| **Skills** | * Talk about past and present events in their own lives and those who are important to them. * Put familiar events in chronological order, using pictures and discussion. | * Identify some features of a significant historical event beyond living memory. * Order information on a timeline. | * Sequence significant information in chronological order, including on a timeline. | * Understand that dates and events can be sequence on a timeline using AD or BC. * Sequence dates and information from several historical periods on a timeline. | * Sequence significant dates about events within a historical time on historical timelines. | * Sequence and make connections between periods of world history on a timeline. | * Articulate and present a clear, chronological world history narrative within and across historical periods studied. |
| **Knowledge and Understanding of Events, People and Changes in the Past** | | | | | | | |
| **Skills** | * Stories, books and pictures are used to help people to find out about people and evens from the past. Share stories and talk about events in the past. * Explore and talk about important events in the school or locality’s history. * Share stories and talk about significant people who lived in the past. | * Describe an aspect of everyday life within or beyond living memory. * Describe the role of a monarch. * Stories, pictures and role play are used to help people learnt about the past, understand the key events and empathise with historical figures. * Describe important events in the school’s history. * Understand the term significant and explain why a significant individual is important. * Describe changes within or beyond living memory. * Describe a significant historical event in British history. | * Describe the everyday lives of people in a period within or beyond living memory. * Describe the hierarchy of the past society. * Describe in simple terms the importance of local events, people and places. * Describe what it was like to live in a different period. * Explain why an event from the past is significant. * Describe how an aspect of life has changed over time in terms of technology, inventions, society, use of materials, land use and new ideas about how things should be done. * Describe and explain the importance of significant individuals’ achievements on British history. | * Describe everyday life in ancient Rome, including aspects such as jobs, houses, building, food and schooling. * Describe the ‘Romanisation’ of Britain, including the impact of technology, culture, and beliefs. * Describe the hierarchy and different roles in past civilisations. * Describe the significance and impact of power struggles on Britain. * Describe the achievements and influence on the ancient Romans on the wider world. * Describe the achievements and influence of the ancient Greeks on the wider world. * Summarise how an aspect of British or world history has changed over time. * Describe how a significant event or person in British history changed or influence how people live today. | * Describe the significance and impact of power struggles on Britain. * Describe and explain the impact of a past society on a local settlement or community. * Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. | * Describe the significance, impact, and legacy of power in ancient civilisations. * Explain why an aspect of world history is significant. * Explore and explain how the religious, political, scientific, or personal beliefs of a significant individual caused them to behave in a particular way. | * Evaluate the human impact of war, oppression, conflict, and rebellion on the everyday life of a past or ancient society. * Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. * Describe and explain the significance of a leader or monarch. * 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. * Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. * Describe the causes and consequences of a significant event in history. * Describe the growth of the British economy and the ways in which its growth impacted on British life. |
| **Presenting, Organising and Communicating** | | | | | | | |
| **Skills** | * Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. * Use words that help us to describe the passage of time including yesterday, last week, before and then. * Listen to and talk about stories describing significant events from the past. | * Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). * Create stories, pictures, independent writing, and role paly 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. * Use historical terms year, decade, and century. | * Make choices about the best ways to present historical accounts and information. * Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. | * Construct a narrative, chronological or non-chronological account of past civilisation focusing on their features and achievements. * Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). * Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. * Use more complex historical terms to explain and present historical information. | * Articulate and organise important information and detailed historical accounts using topic related vocabulary. * Frame historically valid questions about continuity and change and construct informed responses. | * Use abstract terms to express historical ideas and information. * Present an in-depth study of a local town or city, suggesting how to source the required information. * Present a detailed historical narrative about a significant global event. * Articulate the significance of a historical person, event, discovery, or invention in British history. |

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| **History Vocabulary Progression** | | | | | | | | | | |
| **EYFS** | * Community * Keyworker * Compare * Different * New * Old * Past * Photograph * Last week | * Modern * After that * First * Next * Order * Finally * Last * Many years later * Last year | * Future * Modern day * Artefact * Timeline * Family * Family tree * Older * Long ago * Yesterday | * Oldest * Similar * Time * Explorer * Present * Same * Change now * Then | | | | | | |
| **Year 1** | **EFYS vocabulary plus**   * Monarch * Significant * Coronation * Difference * Evidence * Similarity * A long time ago * A year ago | * Beyond living memory * Comparison * Living memory * Decade * Generation * Stage * Inventor | * Change * Observation * Days ago * Before * Last month * Tomorrow * Weeks ago * British Empire | * Discuss * Explain * Record * Legacy * Many years ago * Now * Childhood * Present day | | | | * First-hand account * Industrial Revolution * Invention * Rich * Victorian * Poor * Impact |  | |
| **Year 2** | **Year 1 vocabulary plus**   * Dawson’s model * Action * Activist * Artist * Criteria * Historical figure * Importance * Reign | * Significance * Discovery * Exploration * Technology * Voyage * Century * Year * In the past * Chronological order | * Remember * Hierarchy * Over time * Ruler * Sovereign * Battle * Invasion * Victory * War * Monument | | * Government * Kingdom * Classes * Society * Dates * Debate * Explore * Negative * Positive * Locality | | * Question * Rank * Sequence * Diamond ranking * Historical model * Commemorate * Lifetime * Role model * Scientist * Empire | | | |
| **Year 3** | **Prior Vocabulary plus**   * Bronze Age * Celt * Iron Age * Roman invasion * Stone Age * Boundary * Country * Farming * Metalworking * Prehistory * Archaeologist * Argument | * Excavation * Fact * Historian * Historical source * Preservation * Primary source * Proof * Purpose * Reliability * Secondary source * Cause * Assumption * Analysis | * Consequence * Effect * Factor * Long term * Short term * Consider * Contrast * Enquiry * Evaluate * For and against * Investigation * AD * Develop | | * BC * Era * Millenia * Afterlife * Belief * Ceremony * Iron * Nomad * Stone * Trade * Warrior * Warfare * Continuity | | | * Conflict * Defence * Social hierarchy * Tribe * Welfare * Wealth * Civilisation * Migration * Population * Revolution * Reference * Reveal * Summary | |  |
| **Year 4** | **Prior Vocabulary plus**   * Analyse * Connection * Describe Infrastructure * Dynasty * Afterlife * Specialisation | * Enquire * Investigation * Trend * Anglo-Saxon * Norman * Viking * Economy * Decay | * Conquer * Empathy * Territory * Treaty * Uprising * Roman * Retaliation * Coexistence | |  | | | | | |
| **Year 5** | **Prior Vocabulary plus**   * Ancestor * Dynasty rule * Inscription * Revolt * Treason | * Unique * Agriculture * Deity * Abdicate * Aristocracy * Legalism | * Unification * Tyrant * Revolt * Account * Perspective * Neoclassicism | | * Pediment * Balanced argument * Contemporary * Exile * Theory | | | | | |
| **Year 6** | **Prior Vocabulary plus**   * Advancements * Culture * Customs * Economy * Evolved * Justice * Nation | * Parliament * Populate * Society * Dynamic * Influence * Permanent * Anarchy * Dictator | * Critical thinking * Research * Summary * Weigh evidence * Reflect * Discrimination * Disease * Enslaver | | | * Missionary * Prejudice | | | | |