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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).
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| **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.
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| **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.
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| **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.
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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