History

Curriculum progression Map

Level expected at the end of EYFS - We have selected the Early Learning Goals that link most closely to the History National Curriculum.

Communication and Language (Listening, Attention and Understanding)	**Understanding the world (Past and Present)**
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Communication and Language (Speaking)** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Numerical Pattern	

Key Stage 1 National Curriculum Expectations	**Key Stage 2 National Curriculum Expectations**
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. • changes within living memory. Where appropriate, these should be used to	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. History 190 In planning to ensure the progression described above through teaching the British, local and world history

reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and place	outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Knowledge / Skills to be covered

Skills	EYFS	Year 1	Year 2	Year 3
Chronology - A Sequencing events/ objects in time; using chronological vocabulary	Past and Present Comprehension	Create simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old and new, then and now.	Realises that historians use dates to describe events. Use phrases describing intervals of time e.g. before, after, at the same time etc.	Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE.
Change & Continuity - B Differences and similarities between ways of life at different times	Past and Present	Can match old objects to people of situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary.	Can talk about similarities and differences not just between *then* and *now* but between *then* and *another then*.	Can describe some changes in history over a period of time and identify some things which stay the same.
Cause & consequence - C Why people did things why events happened and the results	Comprehension	Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.	Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.	Can describe the causes and/or consequences of an important historical event offering more than one example of its results.
Characteristic Features - D Find out about the past by exploring a variety of sources	Listening, Attention and Understanding	Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.	Recognises and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.	Can describe main features associated with the period/ civilisation studied, mostly using period specific language.
Historical Significance - E Asking & answering questions; choosing and using sources to show understanding	Listening, Attention and Understanding Speaking Comprehension	Can recognise and describe special times or events for family and friends.	Can recognise and talk about who was important e.g. in a simple historical account.	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time)
Interpretation - F Explore ways we find out about the past and how it is represented	Speaking	Can identify and talk about different accounts of real historical situations.	Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).	Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.

Historical Enquiry – G The development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies.	Listening, Attention and Understanding Speaking	Can talk about similarities and differences between two or more historical terms. Can talk about past events and use annotations or captions (maybe scribed) to identify important features of pictures sources, artefacts etc.	Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell the story.	Can describe in simple terms how sources reveal important information about the past. Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.

	Year R		Year 1		Year 2	
	Topic	**NC link & Skills**	**Topic**	**NC link & Skills**	**Topic**	**NC link & Skills**
Autumn1	All about me Autumn		Pirates	Titanic – A, C (overt/ strong emphasis of skill) B, D, E F, G (light use of skill) Openbox Theatre Visit	Let's go wild	Mary Seacole and Florence Nightingale B,C,D,E (overt/strong emphasis of skill)
Autumn 2	When I grow up Christmas		It's a wonderful world		Poles Apart	
Spring 1	Winter In the past	Looking at the Past-A, B, D, E (overt/strong emphasis of skill) F,G (light use of skill) Sequencing Our School Trip A (overt/strong use of skill)	Space	First Man on the Moon, Neil Armstrong – A, C (overt/ strong emphasis of skill) D, E, F, G (light use of skill)	Great Fire of London	The Great Fire of London – A, B, C, D, E (overt/ strong emphasis of skill) E, F, G (light use of skill) Openbox Theatre Visit

Spring 2	Paddington Book Week Easter Spring	Google Map exploration of local area and how it has changed over time B, D, E, F, G (overt/strong use of skill) Mary Anning B, C (overt/strong use of skill)	Castles	Changes through time – B, D (overt/ strong emphasis of skill) A, F (light use of skill) Castles – B, D (Overt/ strong emphasis of skill) E (light use of skill)	Twisted tales	
Summer 1	Spectacular stories	Three Little Pig's Walk Around Hatch Warren B, D, E, F (overt/strong use of skill) Sequencing Stories A (overt/strong use of skill)	Once upon a time		Come outside	

Summer 2	Under the sea Summer		Farms		Summer Fun	Seasides – A, B, D, E, F (overt/ strong emphasis of skill) Trip to seaside