



Coupe Green Primary School

History Curriculum Progression Map



Intent – At Coupe Green, we aim to ignite the children’s curiosity to know more about the past, encourage them to ask questions and enable them to have a better understanding of the society in which they live as well as that of the wider world. All our children will gain knowledge and a coherent understanding of people, events and periods in history whilst being provided with opportunities to interpret information from different sources, evaluate and communicate historical information as well as develop methods of historical enquiry.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To begin to make sense of their own life story and family history. <p><u>Reception</u></p> <ul style="list-style-type: none"> -To understand the past through settings, characters and events in books read in class and storytelling. 	<ul style="list-style-type: none"> - To recognise the distinction between past and present. - To place events and objects in order using phrases to show passing of time. - To recognise the distinction between past and present in their life. 	<ul style="list-style-type: none"> - To identify similarities and differences between their present and the past. - To know where some people and events fit into a chronological framework. - To identify similarities and differences between now and the Victorian period. 	<ul style="list-style-type: none"> - To use specialist dates and terms to place topics studied into different periods (century, decade, Roman, Egyptian etc). - To make connections between and across periods such as differences between clothes, homes, buildings or transport. 	<ul style="list-style-type: none"> -To use dates to describe when events happened and compare the duration of events. - To identify where some periods studied fit into a chronological framework. 	<ul style="list-style-type: none"> - To know and sequence key events within a time period. - To use relevant terms relating to the passing of time (empire, civilisation, parliament). - To make comparisons between times in the past. 	<ul style="list-style-type: none"> - To place periods studied in relation to other time periods. - To use appropriate vocabulary to describe historical concepts (propaganda, bias etc). - With increasing accuracy, make comparisons between times in the past.
Knowledge and understanding of past events, people and	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To notice differences between people. 	<ul style="list-style-type: none"> - To learn about events outside of living memory (The Great Fire of London). 	<ul style="list-style-type: none"> - To understand changes within living memory compared to the Victorians. 	<ul style="list-style-type: none"> - To understand some of the ways in which people’s lives have shaped the UK. 	<ul style="list-style-type: none"> - To describe how Britain has influenced and been influenced by the wider world. 	<ul style="list-style-type: none"> - To identify changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> - To summarise what Britain may have learnt from other countries and civilisations.

<p>changes in the past</p>	<p><u>Reception</u></p> <ul style="list-style-type: none"> - To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> - To understand the lives of Samuel Pepys, Rosa Parks and Emily Davison. 	<ul style="list-style-type: none"> - To identify the differences between modern Britain (living memory) and the Victorian era - To understand the lives of significant historical individuals (Christopher Columbus, Queen Victoria, L.S. Lowry). - To learn about significant Victorian places (Gawthorpe Hall) in our local area. 	<ul style="list-style-type: none"> - To identify the reasons for and results of people's actions. - To understand why people may have wanted to do something in the past. 	<ul style="list-style-type: none"> - To describe how some of the things studied from past influence life today. 		
<p>Enquiry and Interpretation</p>	<p><u>Preschool</u></p> <ul style="list-style-type: none"> -To talk about what they see, using a wide vocabulary. -To begin to ask 'why?' questions. <p><u>Reception</u></p> <ul style="list-style-type: none"> - To talk about the lives of people around them and their roles in society. - To participate in small group, 	<ul style="list-style-type: none"> - To use sources to answer simple questions about the past. - To ask questions to develop enquiry skills. - To identify some basic ways the past can be represented. 	<ul style="list-style-type: none"> - To ask and answer questions about the past through observing and handling a range of sources. - To begin to understand the reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> - To understand that sources can contradict each other when answering historically valid questions. - To use information from a range of sources as evidence about the past (pictures, artefacts, diaries, printed sources, internet databases etc). 	<ul style="list-style-type: none"> - To understand sources can contradict each other and there may be different 'claims' made about the past based on this evidence. - To use a variety of evidence to build a picture of past events, using books and the internet for research. 	<ul style="list-style-type: none"> -To construct informed responses about the past from a range of sources by selecting and organising historical information - To use multiple sources to draw conclusions about life in the past (e.g. photos, newspapers, diaries). - To begin to recognise why some events and people are judged as more 	<ul style="list-style-type: none"> - To understand why contrasting interpretations of the past have been constructed. - To use a source to suggest what life was like and test using further research. To recognise why some events and people are judged as more significant than others.

	class and 1:1 discussions, offering their own ideas and explanations for why things might happen.					significant than others.	
Historical Communication	<u>Preschool</u> -To begin to make sense of their own life changes. -To talk about the changes they see.	- To sort objects and events into now / then or same / different. - To talk, write and draw about the past.	- To use timelines to order events, objects or key dates for significant people - To understand historical concepts and use them to make simple connections.	- To communicate learning in an organised and structured way, using appropriate terminology.	- To discuss significant aspects of and links between historical events using different genres of media (writing, drawing, diagrams, data-handling drama, ICT etc).	- To present historical information in a range of different ways (e.g. writing, drawing, data handling, drama). - To address historically valid questions about change, cause, similarity and difference, and significance.	- To communicate historical information in a range of different ways drawing conclusions from the information. (e.g. writing, drawing, data handling, drama). - To devise historically valid questions about change, cause, similarity and difference, and significance.
	<u>Reception</u> - To begin to identify and recount some events of the past from sources e.g. pictures and stories.						
Vocabulary	old new	past present young days months years	era modern period similarities differences	settlement source invasion AD BC century decade	AD BC empire societies method enquiry	civilisation parliament empire conclusions comparisons	propaganda bias contrasting