



## **Flowery Field Primary School Progression Map**

### **EYFS area of learning – Understanding the World**

Guide children to make physical sense of their world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Listening to a broad range of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Building important knowledge extends their familiarity with words that support understanding across domains.

**Nursery** – Begin to make sense of their own life-story and family's history.

**Reception** – Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

### **Level Expected at the end of EYFS**

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

### **Understanding the World - Past and Present Early Learning Goal**

Talk about lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **Key Stage 1 National Curriculum**

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to 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 places in their own locality.

### **Key Stage 2 National Curriculum**

Pupils should be taught about:

- 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.

### **Intent**

Currently the school is embarking on a new structure for the foundation subjects and this includes history. The intention of this plan is to ensure that all staff within Flowery Field know how the skills and concepts build upon each other and help the teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. The plan aims to develop historical skills and concepts which are transferable to whatever period of



history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Sources; Chronological Understanding; Continuity and change in and between periods and Similarity / Difference within a period/situation and cause and consequence.

The coverage of recent history in Year 1 enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. For Year 2, we have decided to include Victorians so that the children can work chronologically backwards beyond anyone in their families living memory to allow a full opportunity for children to grasp the difficult concept of the passing of time.

The intent in lower KS2 is that children can work in chronological order from ancient history such as 'Stone Age' whilst comparing that to a civilisation in another part of the world that existed at the same time and then progress onto 'Invaders and Settlers'.

Upper KS2 allows children continue the sequence of chronology with a focus upon 'Slavery' in Year 5 that will intertwine with civilisation that contrasts with British history – Benin. Through to more modern history such as 'World War II' in Year 6. The chronological order from ancient to modern allows children to truly develop and embed a sense of time and how different civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

### **Implementation**

We offer a high-quality history education that helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our curriculum offer inspires pupils' curiosity to know more about the past. Our teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups, as well as their own identity and the challenges of their time.

Children study one area of the History curriculum in depth (yearly), this builds on children's prior learning to develop their understanding of key historical skills and concepts: Historical Sources; Chronological Understanding; Continuity and change in and between periods and Similarity / Difference within a period/situation and cause and consequence.

### **Impact**

The Humanities team, which comprises a member from each phase, will monitor the study of History (as part of the school's monitoring cycle) using a range of strategies. Book scrutiny will take place after the completion of the history unit. The team will look for evidence in the books and cross- reference them with the objectives for the year group. These are then matched to ensure complete coverage.



Historical sources						
Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Understanding the World (Past and Present)</u></p> <p>Talk about lives of the people around them and their roles in society as well as themselves.</p>	<p><b>KS1 History National Curriculum</b></p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p>		<p><b>KS2 History National Curriculum</b></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>		<p><b>KS2 History National Curriculum</b></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
<p>Children can:</p> <p>Use an object (source) to begin to explain what information they tell us.</p> <p>Answer questions about an object:</p> <ul style="list-style-type: none"> <li>• What is it for?</li> <li>• Who might have used it?</li> <li>• Why was it used?</li> <li>• What do you think it is?</li> </ul>	<p>Children can:</p> <p>Talk about what a source is.</p> <ul style="list-style-type: none"> <li>- Use physical objects that are 1<sup>st</sup> hand sources – photos, pictures and artefacts.</li> </ul> <p>Use the source to begin to explain what information they tell us.</p> <p>Ask questions about the objects.</p>	<p>Children can:</p> <p>Explain that there are different types of evidence and sources (1<sup>st</sup> and 2<sup>nd</sup>) that can be used to help represent the past.</p> <ul style="list-style-type: none"> <li>- Objects</li> <li>- Photo</li> <li>- Diaries</li> <li>- Paintings</li> <li>- Film</li> </ul> <p>Observe or handle evidence to find answers to simple questions about the</p>	<p>Children can:</p> <p>Use a range of sources to find out about the past such as 2<sup>nd</sup> hand sources (real and replicas)</p> <p>Identify why is there a lack of 1<sup>st</sup> hand resources from this period.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful</p>	<p>Children can:</p> <p>Investigate different accounts of historical events. Identify differences and be able to explain some of the reasons why the accounts may be different using 1<sup>st</sup> and 2<sup>nd</sup> hand sources.</p> <p>Compare how new discoveries change or add to the knowledge of the past. For example: Roman armour/</p>	<p>Children can:</p> <p>Find and analyse a wide range of evidence about the past.</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Know that people in the past represent events or ideas in a</p>	<p>Children can:</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites to Look at the local area.</p>



	<ul style="list-style-type: none"> <li>• What is it for?</li> <li>• Who might have used it?</li> <li>• Why was it used?</li> <li>• What do you think it is?</li> </ul> <p>Start to use stories or accounts to distinguish between fact and fiction.</p>	<p>past on the basis of simple observations. Explain that there are different types of evidence and sources that can be used to help represent the past:</p> <p>Diary, painting and a photo of an event.</p> <p>Compare 2 versions of a past event.</p>	<p>selection and organisation of relevant historical information. What conclusions can we draw together from the evidence?</p> <ul style="list-style-type: none"> <li>- What is it made of?</li> <li>- What could its use be based upon the material?</li> <li>- What does it say about the status?</li> <li>- Where would it fit in the society?</li> </ul>	<p>Egyptians, dinosaurs, Vikings helmets.</p> <p>Begin to explain how sources can change the perception of history.</p> <ul style="list-style-type: none"> <li>- Vikings raiders</li> <li>- Danelaw</li> </ul> <p>Regularly address and sometimes devise own questions to find answers about the past</p> <ul style="list-style-type: none"> <li>- Look at a source with a contrasting viewpoint. What does this tell us?</li> <li>- Can you rely on one source for your evidence?</li> </ul> <p>Begin to undertake own research.</p> <p>Understand that you need a number of sources to build a</p>	<p>way that may be to persuade others by using sources such as:</p> <ul style="list-style-type: none"> <li>- Film</li> <li>- Newspapers</li> <li>- Posters</li> <li>- Radio</li> <li>- Diary</li> </ul> <p>Show an awareness of the concept of propaganda</p>	<p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer about how our town been shaped by history?</p>
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				true picture of the past.		
<b>Chronological Understanding</b>						
<b>Early Years</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<u>Understanding the World (Past and Present)</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<b>KS1 History National Curriculum</b> 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.		<b>KS2 History National Curriculum</b> 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.		<b>KS2 History National Curriculum</b> 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.	
Children can:  Sequence artefacts and events that are close together in time and personal to them.  Describe memories and changes that have happened in their own lives.  Understand history of yesterday, today, last week etc.  Understand the terms old and new.	Children can:  Sequence artefacts and events that are close together in time and personal to them.  Describe memories and changes that have happened within living memory and place these times chronologically on a blank timeline.  Understand some changes in their grandparent's lifetime and create timeline of	Children can:  Sequence pictures from different periods: Victorians  Order dates from earliest to latest on simple timelines: Significant events beyond memory -passage in time  Place events on a partially dated timeline.  Create a generational timeline back to Victorians. Start date of Victorians.	Children can:  Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time: Stone age to Iron age.  Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Children can:  Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time: Invaders and Settlers.  Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and cover time	Children can:  Order a number of significant events, movements and dates on a timeline using dates accurately: slavery.  Accurately use dates and terms to describe historical events.  Understand and describe in some detail the main changes to an aspect in a period in history.	Children can:  Order an increasing number of significant events, movements and dates on a timeline using dates accurately within a period of time to show what is happening in different parts of the world concurrently: World War 2.  Accurately use dates and terms to describe historical events.  Understand and describe in some



	<p>artefacts- sequence of objects/ images.</p> <p>Understands terms: past, present, earliest, latest, now, then.</p>	<p>Create a whole class timeline built up over time.</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>and order dates on the timeline.</p> <p>Show some understanding of historical events/periods occurred concurrently in different locations.</p>	<p>periods beyond living memory.</p>	<p>Question if it is living or beyond living memory? How do they know?</p> <p>Create an ongoing timeline up to now.</p> <p>Understand how some historical events/periods occurred concurrently in different locations.</p>	<p>detail the main changes to an aspect in a period in history.</p>
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**Continuity and change *in and between periods* and **Similarity / Difference** within a period/situation**

Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Understanding the World (Past and Present)</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>		<p><b>KS2 History National Curriculum</b></p> <p>Children should note connections, contrasts and trends over time.</p>		<p><b>KS2 History National Curriculum</b></p> <p>Pupils should note connections, contrasts and trends over time.</p>	



<p>Children can:</p> <p>Identify similarities and difference of themselves. Now and as a baby.</p> <p>Understand personal change from growth to death.</p>	<p>Children can:</p> <p>Identify similarities and differences between old and new objects.</p> <ul style="list-style-type: none"> <li>- Their toys/ parents toys/ grandparents jobs.</li> </ul> <p>Recognise some similarities and differences between past and present.</p>	<p>Children can:</p> <p>Identify similarities and differences of ways of life in different periods through people and their roles.</p> <p>Eg: Queen Victoria and Queen Elizabeth II</p> <p>-People, place, jobs, childhood.</p>	<p>Children can:</p> <p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Find out about the everyday lives of people in time studied. How does life change across the period?</p> <p>-People, housing, place, diet, religion.</p> <p>Compare 2- Different location</p> <p>At the same time period.</p> <p>Stone age in Great Britain – Egyptians and Tutankhamen</p>	<p>Children can:</p> <p>Following on from the Egyptians (link of Cleopatra):</p> <p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Identify similarities and differences.</p> <p>Find out about the everyday lives of people across a time period studied compared with our life today.</p> <p>Compare a theme across a time period.</p> <p>E.g: Invading and settling.</p> <ul style="list-style-type: none"> <li>• Leaders- How/ when/ why?</li> <li>• Settle- How/ where</li> <li>• Cultural change.</li> </ul>	<p>Children can:</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people within a time period.</p> <p>Use appropriate historical terms such as culture, religious, social, ethnic diversity when describing the past.</p>	<p>Children can:</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people across time periods.</p> <p>Use appropriate historical terms such as culture, religious, social, ethnic diversity, economic and political when describing the past in Britain and the wider world.</p>
Cause and consequence						
Early Years	Y1	Y2	Y3	Y4	Y5	Y6





<p><u>Understanding the World (Past and Present)</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>KS1 History National Curriculum</b> Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p>		<p><b>KS2 History National Curriculum</b> Children should note connections, contrasts and trends over time.</p>		<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time.</p>	
<p>Children can:  Question why things have happened and give an explanation.</p>	<p>Children can:  Understand that there are reasons why people in the past acted as they did.  Know and recount episodes from stories and significant events in history.</p>	<p>Children can:  Understand that there are reasons why people in the past acted as they did and explain what has happened as a result.  Know and recount episodes from stories and significant events in history.  Describe significant individuals from the past and what change they made.</p>	<p>Children can:  Begin to explain how people and events in the past have influenced life today.  Identify some Key features, aspects and events of the time studied.</p>	<p>Children can:  Explain how people and events in the past have influenced life today.  Identify Key features, aspects and events of the time studied.</p>	<p>Children can:  Examine causes and results of great events and the impact these had on people.  Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.  Give reasons for historical events in an order of importance.</p>	<p>Children can:  Examine causes and results of great events and the impact these had on people.  Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.  Give reasons for historical events in an order of importance and justify their reasoning.</p>



### Key subject knowledge and Vocabulary