



St Peter's CE (VA) Primary School

Curriculum Progression Map - History

Objectives	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Chronology <ul style="list-style-type: none"> I understand when the period of history I am studying was. I can place people and events on a time line. I understand the concepts of continuity and change over time. 	Understanding the world: Past and Present <ul style="list-style-type: none"> To talk briefly about events they have experienced . Explore how things work. Recognise Great Grandparents, Grandparents, parents and children as old and young. Talk about experiences from parents, grandparents and start to make comparisons . 	Understanding the world: Past and Present <ul style="list-style-type: none"> Discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London". Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" Understand that the past is the time "before now". Discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then". Listen to, respond and ask questions about fiction & non- 	When was...? <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	When was...? <ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life 	When was...? What else was going on in the wider world? <ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	When was...? What else was going on in the wider world? <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Identify key features and events of time studied 	When was...? What else was going on in the wider world? <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels 	How does this period of history fit into all the periods studied so far? <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Know key dates, characters and events of time studied 	<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

		<p>fiction books about characters from the past.</p> <p>ELG - Talk about the lives of the people around them and their roles in society.</p> <p>ELG - 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>ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>							
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<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> I can ask historical questions. I can find out the answers to historical questions. I understand the different ways the past is represented. I can use sources from the past to show I know about key events. 	<p>Understanding the World: People, Culture and Communities.</p> <ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people. *Shows an interest in different occupations. *Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<p>Understanding the World: People, Culture and Communities.</p> <ul style="list-style-type: none"> Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country and understand that these are different places. Show interests in different occupations, e.g. role-playing police or doctors. Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. Share their experiences of local features of our community, e.g. Longton Park, Tesco's, Park Hall lake and hills. Know the church is special to us as Christians. Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. Share their knowledge of 	<p>How do we know about the past? What was it like?</p> <ul style="list-style-type: none"> <u>Sources:</u> Oral / photos / stories / buildings <u>Themes:</u> <ul style="list-style-type: none"> ✓ Homes ✓ Toys / pastimes ✓ Transport ✓ School ✓ Jobs Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - how reliable are their memories? 	<p>How do we find about the past? What was it like?</p> <ul style="list-style-type: none"> <u>Sources:</u> Oral / photos / stories / buildings / text books <u>Themes:</u> <ul style="list-style-type: none"> ✓ Homes ✓ Toys / pastimes ✓ Transport ✓ School ✓ Jobs Discuss reliability of photos/accounts/stories Compare 2 versions of a past event Compare pictures or photographs of people or events in the past 	<p>How do we know about the past? What was it like?</p> <ul style="list-style-type: none"> <u>Secondary / primary sources:</u> Oral, visual, written, physical Begin to use the library and internet for research Begin to identify primary and secondary sources <u>Themes:</u> <ul style="list-style-type: none"> ✓ Buildings / homes ✓ Clothes ✓ Food / farming ✓ Technology ✓ Art / culture ✓ Invasion and conquest - military might ✓ Religion / beliefs ✓ Settlements Identify and give reasons for different ways in which the past is represented Distinguish between different sources - compare different versions of the same story. 	<p>What do these sources tell us about this period in history? What was it like to live during this time?</p> <ul style="list-style-type: none"> <u>Secondary / primary sources:</u> Physical - buildings / objects Visual - photographs / paintings Written - letters / diaries Oral - folklore / traditions. Begin to evaluate the usefulness of different sources Use the library and internet for research <u>Themes:</u> <ul style="list-style-type: none"> ✓ Buildings / homes ✓ Clothes ✓ Food / farming ✓ Technology ✓ Art / culture ✓ Invasion and conquest - military might ✓ Religion / beliefs ✓ Settlements 	<p>What does the evidence tell us about this period in history? What was it like to live during this time?</p> <ul style="list-style-type: none"> <u>Secondary / primary sources:</u> Physical - implements / monuments Visual - aerial photographs Written - manuscripts / maps Oral - songs / rhymes. Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events Use the library and internet for research with increasing confidence <u>Themes:</u> <ul style="list-style-type: none"> ✓ Buildings / homes ✓ Clothes ✓ Food / farming ✓ Technology ✓ Art / culture ✓ Invasion and conquest - military might ✓ Religion / beliefs ✓ Settlements ✓ Politics ✓ Law and justice 	<p>What do a wide range of sources tell you about this period? What was it like to live during this time?</p> <ul style="list-style-type: none"> <u>Sources:</u> All Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <u>Themes:</u> <ul style="list-style-type: none"> Buildings / homes Clothes Food / farming Technology Art / culture Invasion and conquest - military might Religion / beliefs Settlements Politics Law and justice 	<ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
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<p>Similarities / Differences</p> <ul style="list-style-type: none"> I can identify similarities and differences between periods in history. 	<ul style="list-style-type: none"> *Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year 	<p>different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "There are no lions in England but there are in Africa" or "In Spain, the weather is warmer than here".</p> <p>ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>What is the same / different as now?</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives 	<p>What is the same / different as now?</p> <p>What is the same as other periods we have studied?</p> <ul style="list-style-type: none"> Identify differences between ways of life at different times 	<p>What similarities / differences can we see in this era that we have also seen in other periods studied?</p> <ul style="list-style-type: none"> Compare with our life today 	<p>What similarities / differences can we see in this era that we have also seen in other periods studied?</p> <ul style="list-style-type: none"> Look for links and effects in time studied 	<p>What are the similarities / differences with other periods studied?</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Compare an aspect of life with the same aspect in another period Compare life in early and late 'times' studied 	<p>What are the similarities / differences with other periods studied? Can you draw contrasts / make connections?</p> <ul style="list-style-type: none"> As Y5 	<ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
<p>Sig events / people</p> <ul style="list-style-type: none"> I can describe significant people or events in history and why they were important. I can suggest causes and consequences of some of the main events and changes in history 			<p>What key things happened during this period?</p> <p>Know about the big events or people of the era.</p>	<p>What key things happened during this period and why?</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<p>What key things happened during this period? What was the impact of the key events?</p> <ul style="list-style-type: none"> Identify reasons for and results of people's actions 	<p>What is this period of history known for?</p> <ul style="list-style-type: none"> Offer a reasonable explanation for some events. 	<p>What significant events happened during this era - why?</p> <ul style="list-style-type: none"> Examine causes and results of great events and the impact on people 	<p>What significant events happened during this era - why? What was the impact? What is different now because of...?</p> <p>As Y5</p>	<ul style="list-style-type: none"> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Communicate <ul style="list-style-type: none">I can use words and phrases to show time:I can use a wide range of historical words in my work.	•	•	<ul style="list-style-type: none">Long time ago, when my parents, years, past, older, newer, now, thenCommunicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<ul style="list-style-type: none">Recently, decades, centuries, present, before, after, futureCommunicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<ul style="list-style-type: none">dates, time period, era, change, chronologyCommunicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<ul style="list-style-type: none">dates, time period, era, change, chronologyCommunicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<ul style="list-style-type: none">dates, time period, era, chronology, continuity, change, century, decade, legacysocial, religious, political, technological and culturalCommunicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<ul style="list-style-type: none">dates, time period, era, chronology, continuity, change, century, decade, legacysocial, religious, political, technological and culturalCommunicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<ul style="list-style-type: none">gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
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