

Beaufront First School: History Progression Map

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

<p>ELG - Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>ELG - Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
<p>EYFS Skills:</p> <ul style="list-style-type: none"> ● finding out and sharing knowledge and experiences ● basic sequencing ● comparing and contrasting ● using relevant sources of information and handling artefacts ● discussing events <p>Cycle A - Autumn Term 1 - 'We are all Different' Cycle A - Spring Term 1 - 'The Way Back Home' Cycle A - Spring Term 2 - 'Once upon a Time' Cycle A - Summer 2 - 'Land Ahoy!' Cycle B - Autumn Term 1 - 'Marvellous Me' Cycle B - Spring Term 2 - 'Down on the Farm' Cycle B - Summer Term 2 - 'Around the World in 40 days' Cycle C - Autumn Term 1 - 'Here We Are' Cycle C - Summer Term 1 - 'The Lost World' Cycle C - Summer Term 2 - 'Wheels, Wings, Sails and Feet'</p>	<p>EYFS Skills:</p> <ul style="list-style-type: none"> ● finding out and sharing knowledge ● comparing and contrasting ● using relevant sources of information and handling artefacts ● discussing events <p>Cycle A - Autumn Term 2 - 'Great Expeditions' Cycle A - Spring Term 1 - 'The Way Back Home' Cycle B - Spring Term 1 - 'Over the Hills and Far Away' Cycle B - Spring Term 2 - 'Down on the Farm' Cycle B - Summer Term 2 - 'Around the World in 40 Days' Cycle C - Autumn Term 1 - 'Here We Are' Cycle C - Spring Term 1 - 'Spring has Sprung' Cycle C - Summer Term 1 - 'The Lost World' Cycle C - Summer Term 2 - 'Wheels, Wings, Sails and Feet'</p>
<p>Key Stage 1 National Curriculum Expectations</p>	<p>Key Stage 2 National Curriculum Expectations</p>
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> · changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> · changes in Britain from the Stone Age to the Iron Age · the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a

- events beyond living memory that are significant nationally or globally
- 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

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
- 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
- a local history study

	Year 1/2	Year 3/4	Year 5/6
Chronology	<p><i>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</i></p> <p><i>Show where places, people and events fit into a broad chronological framework</i></p> <p><i>Begin to use dates</i></p> <p><i>e.g Children can:</i></p> <p><i>a) sequence artefacts and events that are close together in time;</i></p> <p><i>b) order dates from earliest to latest on simple timelines;</i></p> <p><i>c) sequence pictures from different periods;</i></p> <p><i>d) describe memories and changes that have happened in their own lives;</i></p> <p>Vocabulary -</p> <p>old oldest new newest earliest latest yesterday today tomorrow In the past A long time ago In the present modern In the future timeline Living memory, beyond living memory important event Change same different</p>	<p><i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</i></p> <p><i>Put events, people, places and artefacts on a timeline</i></p> <p><i>Use correct terminology to describe events in the past</i></p> <p><i>e.g Children can:</i></p> <p><i>a) 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;</i></p> <p><i>b) understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</i></p> <p>Vocabulary -</p> <p>decade century period ancient BC AD history</p> <p><i>Summer Term 1 Cycle A: The Roman Empire and its Impact on Britain</i></p> <p><i>Autumn Term 1 Cycle B: Anglo Saxons and Scots</i></p>	<p><i>Use greater depth and range of knowledge</i></p>

	<p><i>Autumn 2 Cycle A: Toys</i></p> <p><i>Spring 2 Cycle A: Scott of the Antarctic</i></p> <p><i>Summer 2 Cycle A: Castles</i></p> <p><i>Autumn 2 Cycle B: The Wright Brothers</i></p> <p><i>Spring 2 Cycle B: The Great Fire of London</i></p> <p><i>Summer 1 Cycle B: Grace Darling</i></p>		
<p>Historical Terms</p>	<p><i>Develop, then use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</i></p> <p><i>Vocabulary - king queen invention invent Explorer museum artefact evidence History historian Eyewitness account</i></p>	<p><i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</i></p> <p><i>Vocabulary -</i></p> <p><i>Evidence, primary source, secondary source</i></p> <p><i>Similarities differences</i></p> <p><i>Settlers settlement</i></p> <p><i>Invaders invasion</i></p> <p><i>migrate emigrate immigrant</i></p> <p><i>conquer(ed) conquest</i></p> <p><i>Archaeology archaeologists</i></p> <p><i>Change continuity</i></p> <p><i>Emperor empire</i></p> <p><i>Reason effect</i></p> <p><i>Parliament democracy</i></p> <p><i>Monarch monarchy</i></p>	<p><i>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</i></p>

	<p><i>Autumn 2 Cycle A: Toys</i></p> <p><i>Spring 2 Cycle A: Scott of the Antarctic</i></p> <p><i>Summer 2 Cycle A: Castles</i></p> <p><i>Autumn 2 Cycle B: The Wright Brothers</i></p> <p><i>Spring 2 Cycle B: The Great Fire of London</i></p> <p><i>Summer 1 Cycle B: Grace Darling</i></p>	<p><i>Summer Term 1 Cycle A: The Roman Empire and its Impact on Britain</i></p> <p><i>Autumn Term 1 Cycle B: Anglo Saxons and Scots</i></p>	
<p>Historical enquiry</p>	<p><i>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</i></p> <p><i>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</i></p> <p><i>Choose and use parts of stories and other sources to show understanding of events</i></p> <p><i>Communicate understanding of the past in a variety of ways</i></p> <p><i>e.g Children can:</i></p> <p><i>a) observe or handle evidence to ask simple questions about the past;</i></p>	<p><i>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</i></p> <p><i>Suggest where we might find answers to questions considering a range of sources</i></p> <p><i>Understand that knowledge about the past is constructed from a variety of sources</i></p> <p><i>Construct and organise responses by selecting relevant historical data</i></p> <p><i>e.g Children can:</i></p> <p><i>a) use a range of sources to find out about the past;</i></p> <p><i>b) construct informed responses about one aspect of life or a key event in the past through careful</i></p>	<p><i>Devise, ask and answer more complex questions about the past, considering key concepts in history</i></p> <p><i>Select sources independently and give reasons for choices</i></p> <p><i>Analyse a range of source material to promote evidence about the past</i></p> <p><i>Construct and organise response by selecting and organising relevant historical data</i></p>

	<p><i>b) observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</i></p> <p><i>c) choose and select evidence and say how it can be used to find out about the past.</i></p> <p><i>Autumn 2 Cycle A: Toys</i></p> <p><i>Spring 2 Cycle A: Scott of the Antarctic</i></p> <p><i>Summer 2 Cycle A: Castles</i></p> <p><i>Autumn 2 Cycle B: The Wright Brothers</i></p> <p><i>Spring 2 Cycle B: The Great Fire of London</i></p> <p><i>Summer 1 Cycle B: Grace Darling</i></p>	<p><i>selection and organisation of relevant historical information;</i></p> <p><i>c) gather more detail from sources such as maps to build up a clearer picture of the past;</i></p> <p><i>d) regularly address and sometimes devise own questions to find answers about the past;</i></p> <p><i>e) begin to undertake their own research.</i></p> <p><i>Summer Term 1 Cycle A: The Roman Empire and its Impact on Britain</i></p> <p><i>Autumn Term 1 Cycle B: Anglo Saxons and Scots</i></p>	
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<p>Interpreting History</p>	<p><i>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</i></p> <p><i>e.g Children can:</i></p> <p><i>a)start to compare two versions of a past event;</i></p> <p><i>b)observe and use pictures, photographs and artefacts to find out about the past;</i></p> <p><i>c) start to use stories or accounts to distinguish between fact and fiction;</i></p> <p><i>d) explain that there are different types of evidence and sources that can be used to help represent the past.</i></p> <p>Spring 2 Cycle B: The Great Fire of London</p> <p>Summer 1 Cycle B: Grace Darling</p>	<p><i>Be aware that different versions of the past may exist and begin to suggest reasons for this</i></p> <p><i>e.g Children can:</i></p> <p><i>a)look at more than two versions of the same event or story in history and identify differences;</i></p> <p><i>b)investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</i></p> <p>Autumn Term 1 Cycle B: Anglo Saxons and Scots</p> <p>Summer Term 1 Cycle A: The Roman Empire and its Impact on Britain</p>	<p><i>Understand that the past is represented and interpreted in different ways and give reasons for this</i></p>
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<p>Continuity and Change</p>	<p><i>Discuss change and continuity in an aspect of life, e.g. holidays</i></p> <p><i>Autumn 2 Cycle A: Toys</i></p> <p>E.g Children can:</p> <ul style="list-style-type: none"> a) recognise some similarities and differences between the past and the present; b) identify similarities and differences between ways of life in different periods; 	<p><i>Describe and begin to make links between main events, situations and changes within and across different periods and societies</i></p> <p>e.g Children can:</p> <ul style="list-style-type: none"> a) note key changes over a period of time and be able to give reasons for those changes; b) find out about the everyday lives of people in time studied compared with our life today; c) explain how people and events in the past have influenced life today; d) identify key features, aspects and events of the time studied; e) describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p><i>As Year 3/4, and</i></p> <p><i>Use a greater depth of historical knowledge</i></p>
<p>Causes and Consequences</p>	<p><i>Recognise why people did things</i></p> <p><i>Recognise why some events happened</i></p> <p><i>Recognise what happened as a result of people's actions or events</i></p> <p>E.g Children can:</p> <ul style="list-style-type: none"> a) know and recount episodes from stories and significant events in history; b) understand that there are reasons 	<p><i>Identify and give reasons for historical events, situations and changes</i></p> <p><i>Identify some of the results of historical events, situations and changes</i></p>	<p><i>Begin to offer explanations about why people in the past acted as they did</i></p>

	<p>why people in the past acted as they did; c) describe significant individuals from the past.</p> <p><i>Spring 2 Cycle A: Scott of the Antarctic</i></p> <p><i>Autumn 2 Cycle B: The Wright Brothers</i></p> <p><i>Spring 2 Cycle B: The Great Fire of London</i></p> <p><i>Summer 1 Cycle B: Grace Darling</i></p>		
<p>Similarities and Differences</p>	<p><i>Identify similarities and differences between ways of life in different periods, including their own lives</i></p> <p><i>Autumn 2 Cycle A: Toys</i></p> <p><i>Summer 1 Cycle B: Grace Darling</i></p>	<p><i>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</i></p> <p><i>Autumn Term 1 Cycle B: Anglo Saxons and Scots</i></p> <p><i>Summer Term 1 Cycle A: The Roman Empire and its Impact on Britain</i></p> <p><i>Summer 1/2 Cycle Local history study</i></p>	<p><i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</i></p>

<p>Significance</p>	<p><i>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</i></p> <p><i>Spring 2 Cycle A: Scott of the Antarctic</i></p> <p><i>Autumn 2 Cycle B: The Wright Brothers</i></p> <p><i>Spring 2 Cycle B: The Great Fire of London</i></p> <p><i>Summer 1 Cycle B: Grace Darling</i></p>	<p><i>Identify and begin to describe historically significant people and events in situations</i></p> <p><i>Autumn Term 1 Cycle B: Anglo Saxons and Scots</i></p> <p><i>Summer Term 1 Cycle A: The Roman Empire and its Impact on Britain</i></p>	<p><i>Give reasons why some events, people or developments are seen as more significant than others</i></p>
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