History – Progression Map

EYFS

The most relevant early years outcomes for History are taken from the following area of learning: Understanding the World. Understanding the world involves guiding children to make sense of their physical 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. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. We aim to enrich and widen children's vocabulary

Children at the expected level of development at the end of F2 (ELG) for past and present will:

- Talk about the lives of people around them and their role in society
- Know 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



	F1	F2	KS1	LKS2	UKS2
Cycle A	What does my world look like? *See EYFS LTP for all topics. Topics cited have a specific focus on History, but history concepts are taught at other times.*	What do you see when you are out and about? *See EYFS LTP for all topics. Topics cited have a specific focus on History, but history concepts are taught at other times.*	What's the story behind Nottingham? **Significant historical events, people & places in own locality** How has the seaside changed over time? **Changes within living memory**	What was life like in Ancient Egypt?	Who are the Mayas and what have we learnt from them? What was life like in Ancient Greece?
Cycle B	**Autumn 1:** What does my world look like? **Spring 1:** How can we travel? **Summer 2:** Where can we go on holiday?	(F2 only have a 1 year cycle)	What was the impact of Florence Nightingale & Mary Seacole? **Significant individuals** How did the Great Fire change London? **Events beyond living memory**	Who lived in Britain first? (Stone Age) Romans – rotten or revolutionary? Settlers of Invaders? (Vikings & Anglo-Saxons	What did the Victorians do for Great Britain? (Local study) How did WW2 shape the world we live in today? (Local study)

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History - Golden Threads

Substantive concepts woven within our curriculum are 'Golden Threads'. These are specifically chosen historical concepts, which the children revisit throughout EYFS, KS1 and KS2. As the children revisit each historical concept, they build on previous taught learning, developing their understanding and knowledge of each golden thread, whilst observing how they change throughout time. Our golden threads are:

Legacy What people left behind or are remembered for eg. buildings or events we remember annually	**Society & Culture** Changes in the way people or groups of people lived	**Invasion & Settlement** Invasion – to enter a country or groups land by force Settlement – a place where people started community	**Conflict & Power (Only KS2)** Conflict - A disagreement or argument Power - groups of people / person that has control over people or events	**Religion & beliefs (Only KS2)** What people believe in – a system of faith & worship

Understanding the World EYFS F1	**Knowledge Covered**	**Skills covered**
Autumn 1: What does my world look like? (cycle A and B) **Autumn 2:** What do people celebrate in my community ? (cycle A and B) **Summer 2**: Who are your local superheroes? (cycle A) **Spring 1:** How can we travel? (cycle B) **Summer 2:** Where can we go on holiday? (cycle B)	• Use stories, books and pictures to learn information about the past	• Say how they have changed over time • Be aware of people and events from the past by sharing books, listening to stories from older people and looking at photographs
Vocabulary		
castle, crown, prince, princess, king, queen, royal, different, similar, now, then, past, present,before, after, today, long ago, yesterday, tomorrow, the future, new, recent, lifetime, parent, old, great/grandparent, memory **Language connected to measuring of time:** Days of the week; months of the year; calendar seasons		

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Understanding the World EYFS F2	Knowledge covered	Skills covered
Autumn 1: What do you see when you are out and about? **Autumn 2**: What do people celebrate in our community? **Spring 1**: What do you find in the deep, dark woods? **Spring 2**: What can we find at the bottom of the garden? **Summer 1:** What hatches out of an egg? **Summer 2:** What is life like in other countries?	• Know that some people in history are significant because they do important things that changed the world or how we live • Understand that the way that people lived in the past is not the same as the way that we live now. There have been changes in homes, schools, play activities, toys, food, transport and clothes • Use words to describe the passage of time (yesterday, last week, before and then) • Know that objects from the past can look different to objects from the present. • Use stories, books and pictures to find out about people and events from the past • Know that the past is made of events that have already happened. Your history is all the events that have happened in your past. • Use a timeline to order events that have happened. • Know that historians and archaeologists are people who find out about life long ago. • Use everyday objects like clothes, vehicles, toys, home items to find out about the past. • Know that objects, like home items (phones etc) change over time.	• Share stories and talk about significant people who lived in the past. • Discuss how the local environment has changed over time using photographs and first hand experiences. • Describe some similarities and differences between life in the past and the present. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. • Talk about past and present events in their own lives and those who are important to them • Put familiar events in chronological order, using pictures and discussion • Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. • Make observations about objects and artefacts from the past, such as home items, toys and clothes • Explore and talk about important events in the schools or locality's history. • Share stories and talk about events in the past
Vocabulary		
New, old, past, present, same, different, change, now, then, modern, before, time, similar, historian, archaeologist, king, queen, long ago, last week, last year, yesterday, memory, artefact, museum, after that, first, next, then, order, today, tomorrow, the future, recent, lifetime, parent, great/grandparent **Language connected to measuring of time:** Days of the week; months of the year; calendar seasons		

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Year 1 & 2	Other	Legacy What people left behind or are remembered for eg. buildings or events we remember annually	Society & Culture Changes in the way people or groups of people lived	Invasion & Settlement Invasion – to enter a country or groups land by force Settlement – a place where people started community	Conflict & Power (Only KS2) Conflict - A disagreement or argument Power - groups of people / person that has control over people or events	Religion & beliefs (Only KS2) What people believe in – a system of faith & worship
What's the story behind Nottingham?	Nottingham was originally a small village known as Snottingham and began in the 6th century.	Robin Hood was an outlaw who took from the rich and gave to the poor. Goose Fair is an annual event which was originally to sell livestock over 700 years ago. Goose Fair has changed over the years.	Nottingham can boast the oldest football league club in existence. Notts County was formed in 1862.	William the Conqueror ordered for a castle to be built to guard Nottingham. The physical building of Nottingham Castle has changed over the years. Under the castle, there is an extensive network of tunnels and caves in the sandstone, some of which can still be visited today.		
Vocabulary *(Progressively updated throughout teaching of topic)*	past, history, city, castle, reliable, source, fairground, monarch, changes, transport, outlaw a long time ago, recently, year, timeline, date, order, decade, decades, century, centuries, living memory, invention, modern, generation, opinion, fact, monarch, artefact, parents, carers, grandparents, significant, chronological order, research, evidence, impact, sources					
How have seaside holidays changed over time?	Seaside holidays started in the 1700s with the first British seaside town being Scarborough.		The first seaside holidays were only for the rich until railways were invented. The seaside was different in Victorian times eg. Bathing machines, Punch & Judy shows, piers, beach huts.			

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			Know how and why holidays have changed over time eg. Holiday camps, package holidays, cruises and understand the impact the on seaside resorts.			
Vocabulary *(Progressively updated throughout teaching of topic)*	Seaside, beach, sea, sand, carousel, arcade, evidence, cove, port, harbour, pier, bathing machine, puppets, a long time ago, recently, year, timeline, date, order, decade, decades, century, centuries, living memory, invention, modern, generation, opinion, fact, artefact, parents, carers, grandparents, significant, chronological order, research, evidence, impact, sources, similarities, differences					
How did the Great Fire change London?	The fire started in Thomas Farriner's bakery on Pudding Lane on 2nd September 1666. The weather was dry, hot and windy causing the fire to blow through the city. It lasted for four days. King Charles II ordered buildings to be pulled down to stop the flames from spreading. The fire stopped when the wind dropped, and people used gunpowder to create fire breaks.	Samuel Pepys wrote about the events in his diary. King Charles II ordered the city to be rebuilt with houses made from stone and brick.	Houses were made from wood and were densely packed together. There was no national fire service, so people used buckets and water squirts to try to put the fire out. They travelled on horse-drawn carts.			
Vocabulary *(Progressively updated throughout teaching of topic)*	firefighter, smoke, bakery, ignight, flammable, escape, evacuate, monument, leather buckets, a long time ago, recently, year, timeline, date, order, decade, decades, century, centuries, living memory, invention, modern, generation, opinion, fact, monarch, artefact, parents, carers, grandparents, significant, chronological order, research, evidence, impact, memorial, sources					

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What was the impact of Florence Nightingale and Mary Seacole?	Florence Nightingale was born in 1820, in Italy, and was a nurse in the Crimean war. She became known as 'The Lady with the Lamp'. Mary Seacole was born in 1805 in Kingston, Jamaica. She went to Crimea to help Florence as a nurse in the Crimean war where she became known as Mother Seacole.	Florence introduced strict hygiene rules where patients were bathed, and their sheets washed regularly. She changed the way injured and sick people were treated. In London, she started the first nursing training school in the world. She wrote a famous book, **Notes on Nursing** which was used to train nurses. Mary Seacole rode horseback into the battlefields to nurse wounded men from both sides during the Crimean war. Mary wrote a book called ***The Wonderful Adventures of Mrs. Seacole in Many Lands***	<u>Medicine in the 1800s</u> There was **no medicine** to stop infections killing people. Not many people understood about how important it was to keep medical equipment and hospital beds clean to stop disease spreading.			
Vocabulary ***(Progressively updated throughout teaching of topic)***	Hospital, soldier, lamp, medal, Crimean war, medicine, nursing, Lady of the Lamp, charity, cleaning, improved, a long time ago, recently, year, timeline, date, order, decade, decades, century, centuries, living memory, invention, modern, generation, opinion, fact, artefact, parents, carers, grandparents, explorer, significant, chronological order, research, evidence, impact, memorial, sources					

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Year 3 & 4	Other	Legacy What people left behind or are remembered for eg. buildings or events we remember annually	Society & Culture Changes in the way people or groups of people lived	Invasion & Settlement Invasion – to enter a country or groups land by force Settlement – a place where people started community	Conflict & Power (Only KS2) Conflict - A disagreement or argument Power - groups of people / person that has control over people or events	Religion & beliefs (Only KS2) What people believe in – a system of faith & worship
What was life like in Ancient Egypt?	The Ancient Egyptian civilisation began over 5000 years ago and lasted for around 3000 years.	The Great Pyramid can be found at Giza; it is the tomb of a pharaoh called Khufu. Egyptian priests invented a way of writing using hieroglyphs which means 'sacred carvings'.	Education and military service were the only ways to improve your social status (importance in society).	Ancient Egyptians depended on the Nile (the longest river in the world), living and working along its banks.		The Egyptians believed in many different gods and goddesses. They believed that the pharaohs belonged to the family of gods.
Vocabulary *(Progressively updated throughout teaching of topic)*	amulet, canopic jar, cartouche, hieroglyphics, irrigation, mummy, sarcophagus, tomb, papyrus, pyramids, decades, centuries, chronology, dates, time period, thousands of years, era,significance, impact, invention, archaeologist, archaeology, sources, continuity, change, legacy, AD (Anno Domini), BC/BCE (Before Christ/ Before Common Era), C.E (Common Era)					
Who lived in Britain first? (Stone Age)	The Stone-Age period is said to have started around 2.5 to 3 million year ago when humans started to live in Europe.	The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.	The Bronze Age was followed by the Iron Age when tools and weapons were more advanced and were used for farming. During the Palaeolithic Age (old stone age) man gathered food by hunting wild animals and birds, fishing, and collecting fruit and nuts.	During the Neolithic Age (towards the end of the Stone Age) humans formed settled communities and domesticated plants and animals for the first time in history.		
Vocabulary *(Progressively updated throughout teaching of topic)*	Palaeolithic, Neolithic, Mesolithic, hunter-gather, settlement, spears, tribal, shelter, hunting, tools, nomadic, agriculture, hillforts, invention, decades, centuries, chronology, dates, time period, thousands of years, era,significance, impact, invention, archaeologist, archaeology, sources, continuity, change, legacy, AD (Anno Domini), BC/BCE (Before Christ/ Before Common Era), C.E (Common Era)					

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Romans – rotten or revolutionary?		Pompeii was destroyed when Mount Vesuvius erupted and is one of the main archaeological sites which provides understanding of how the Romans lived. When the Romans came to Britain, they helped us by creating roads; a written language (Latin) and introducing coins.	Romans occasionally used a spoon, but they would never use a knife and fork. Rich Romans liked to eat exotic food.	Julius Caesar was probably the best known Roman leader. He extended the empire by invading other lands.	Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.	
Vocabulary *(Progressively updated throughout teaching of topic)*		Centurion, barbarian, emperor, Boudicca, temple, shield, toga, gladiator, chariot, Roman numerals, soldier, Colosseum, mosaic, Amphitheatre, invention, resistance, revolt, decades, centuries, chronology, dates, time period, thousands of years, era,significance, impact, invention, archaeologist, archaeology, sources, continuity, change, legacy, AD (Anno Domini), BC/BCE (Before Christ/ Before Common Era), C.E (Common Era)				
Settlers or invaders? (Vikings & Anglo-Saxons)			In Anglo-Saxon villages, some houses were made from wood, some from wattle and daub and some from both. Buildings were used for housing as well as workshops.	The Romans left Britain in 410 due to fierce tribes attacking Italy and every solider was needed back home to defend the country. The Anglo-Saxons arrived firstly as warriors employed by the Roman army to fight the Picts and Scots invading Britain from Ireland to the north. The Vikings invaded Britain for new land because it was hard to grow crops where they came from in Scandinavia.	King Alfred the Great defeated the Vikings in the Battle of Edington (878) and thus made an agreement with them to settle in East England (Danelaw).	The early Anglo-Saxons were pagans but over time many Anglo-Saxon kings and their people became Christians because they could unite their people by worshipping one God.
Vocabulary *(Progressively updated throughout teaching of topic)*			Danelaw, Anglo-Saxon, Angles, archaeologist, Viking, Invasion, Jutes, migration, monk, pagan, Picts, settler/ settlement, Danegeld, monastery, Scots, decades, centuries, chronology, dates, time period, thousands of years, era,significance, impact, invention, archaeologist, archaeology, sources, continuity, change, legacy, AD (Anno Domini), BC/BCE (Before Christ/ Before Common Era), C.E (Common Era)			

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Year 5 & 6	Other	Legacy What people left behind or are remembered for eg. buildings or events we remember annually	Society & Culture Changes in the way people or groups of people lived	Invasion & Settlement Invasion – to enter a country or groups land by force Settlement – a place where people started community	Conflict & Power (Only KS2) Conflict - A disagreement or argument Power - groups of people / person that has control over people or events	Religion & beliefs (Only KS2) What people believe in – a system of faith & worship
Who are the Mayas and what have we learned from them?	The Mayan period was from 1800BC to 1500AD.	The Maya were expert mathematicians and astronomers . They used this knowledge to make calendars. The Maya used hieroglyphs to inscribe in stone slabs (called stelae) and in books (called codices) The cacao beans were (and are) used to make chocolate. Hot chocolate was a sacred drink for the Maya	The Maya used stone tools to carve the limestone that they used to ma At the top of the Mayan society was the king and the royal family who were believed to be closely linked to the Gods. An educated group of elite formed the ruling class. They occupied the finest buildings in the city. The Mayan society was formed of a number of city states each with their own ruler.			The Maya religion was polytheistic (they believed in more than one god). Each god was associated with a different area of life
Vocabulary *(Progressively updated throughout teaching of topic)*	agriculture, astronomy, cacao, civilisation, City State, Currency, Hierarchy, Hieroglyphs, Labourer, maize, settlement, decades, centuries, chronology, dates, time period, millennium, thousands of years, era, change, significance, impact, AD (Anno Domini), BC/BCE (Before Christ/ Before Common Era) , CE (Common Era), archaeologist, archaeology, sources(primary/ secondary), continuity, change, reliable, legacy, significance					Ritual, sacrafice, temple

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What was life like in Ancient Greece?	Ancient Greece was a civilisation made up of city states. It existed from around 700BC.	Some things that we have and do today were influenced or invented by the Ancient Greeks. The Olympic Games, the marathon, theatre, Maths, Science and medicine were all influenced by the Ancient Greeks. They also influenced some technology such as the alarm clock, the water mill and the crane. The Ancient Greeks invented the theatre because they loved watching plays, and most cities had a theatre Alexander the Great spread Greek ideas across all countries he visited, including Britain. Aristotle studied plants, animals and rocks. He found out The Greeks created democracy, including trial by jury	The two most powerful Greek cities were Sparta and Athens. Athens was a democracy and Sparta was ruled by the military. They were often at war			The Ancient Greeks worshiped lots of different gods .Zeus was the king of the gods. The gods had different powers. Some other gods are Athena, Aphrodite, Poseidon and Hades.
Vocabulary ***(Progressively updated throughout teaching of topic)***	Colony, Empire, City-state, Temple, Column, Capital, Frieze, Cella/Naos, Pediment, Philosophy, Democracy, Ostracism, decades, centuries, chronology, dates, time period, millennium, thousands of years, era, change, significance, impact, AD (Anno Domini), BC/BCE (Before Christ/ Before Common Era) , CE (Common Era), archaeologist, archaeology, sources(primary/ secondary), continuity, change, reliable, legacy, significance					

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What did the Victorians do for Great Britain?	The Victorian era is what we call the time that Queen Victoria reigned (1837-1901)	During the Victorian Era, the Industrial Revolution was happening and scientific inventions meant that it was easier to make things to sell. The first bicycle and moto cycle were both invented during the Victorian period Coal was the main source of power during the Victorian era. It was used for cooking and heating. It was used for driving machinery, trains and steam ships.	The most popular games played by children were marbles, hopscotch and blow football. Children often had to work, they worked long hours with little fresh air and dangerous conditions			
Vocabulary *(Progressively updated throughout teaching of topic)*	Squire, monarch, slate, workhouse, empire, shilling, reign, scullery, telegraph, mill, cane, dormitory, dunce, industrial revolution, slum, pinafore, sovereign, decades, centuries, chronology, dates, time period, millennium, thousands of years, era, change, significance, impact, AD (Anno Domini), BC/BCE (Before Christ/ Before Common Era) , CE (Common Era), archaeologist, archaeology, sources(primary/ secondary), continuity, change, reliable, legacy					
How did World War II shape the world we live in today?	Woodborough hall was used as a base for both the army and RAF from 1936. The surrounding area was also used as an army camp and prisoner of war camp.	VE Day took place on 8th May 1945.	Children were evacuated to the countryside during the war to keep them safe. Rationing was introduced as well as a make do and mend campaign because supplies were not readily available. The roles of women changed because many men went off to fight. In Hull and around the	The intense and sudden bombing of British cities was called the Blitz. Sirens were sounded in the streets to warn civilians that bombers were coming. To escape the bombs people went to air raid shelters	World War two was a battle between two groups of countries - the 'Allies' and the 'Axis'. The major allied powers were Britain, France, Russia, China and the US. The major axis powers were Germany, Italy and Japan Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1st	

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			country, women took on many of the men's jobs such as factory and field work		September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany- WW2 had begun. The Battle of Britain happened in 1940 and was the successful defence of the UK from air attacks. It was also known as the air battle for England	
Vocabulary ***(Progressively updated throughout teaching of topic)***	Blitz, gas mask, evacuee, ration book, tank, Anderson shelter, Spitfire, air raid shelter, allies, axis, holocaust, decades, centuries, chronology, dates, time period, millennium, thousands of years, era, change, significance, impact, AD (Anno Domini), BC/BCE (Before Christ/ Before Common Era) , CE (Common Era), archaeologist, archaeology, sources(primary/ secondary), continuity, change, reliable, rebellion, revolt, significance, propaganda, biased					

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Disciplinary Knowledge (Skills)	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge / Understanding	•Be able to order events in a simple sequence(of their day, in a story)	•Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters • Talk about past and present events in their own lives and in lives of family members	• Recognise the distinction between past and present • Sequence some artefacts and events • Describe memories and changes that have happened in their own lives • Use words and phrases concerned with the passing of time such as: a long time ago, before, after, old, new to show passage of time	• Recognise the distinction between past and present • Sequence artefacts and events • Order dates from earliest to latest on simple timelines • Describe memories and changes that have happened in their own lives • Use words and phrases concerned with the passing of time such as: a long time ago, before, after, old, new, oldest, newest, earliest, latest, past, present, future, century, modern to show passage of time	• Demonstrate awareness that the past can be divided into different periods of time • Use some dates and historical terms and place topics studied into different periods • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Explore trends and changes over time	• Identify where events and people fit into a chronological framework • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart • Explore links and contrasts within and across different periods of time	• Order significant events and dates accurately on a timeline • Accurately use dates and terms to describe historical events • Understand and describe in some detail the main changes to an aspect in a historical period • Understand how some historical events/periods occurred concurrently in different locations	• Order significant events and dates accurately on a timeline, both within and across historical periods • Accurately use dates and terms to describe historical events • Understand and describe in greater detail the main changes to an aspect in a historical period • Show a greater understanding of how some historical events/periods occurred concurrently in different locations

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Using Evidence	• Using photos to talk about events that have happened in their past	• Use photos, objects, pictures and stories to find answers to questions about the past	• Observe and use pictures, photographs and artefacts to find out about the past. • Recognise that there are different types of evidence and sources that can be used to help represent the past	• Observe and use pictures, photographs and artefacts to find out about the past • Explain that there are different types of evidence and sources that can be used to help represent the past	• Recognise that our knowledge of the past is constructed from different sources of evidence • Use a range of sources to find out about the past • Construct responses about life/events in the past by selecting relevant information	• Recognise how sources of evidence are used to make historical claims • Use a range of sources to find out about the past • Construct informed responses about life/events in the past through careful selection and organisation of relevant information	• Find and analyse a wide range of evidence about the past • Start to understand the difference between primary and secondary sources • Use a range of evidence to offer some clear reasons for different interpretations of events • Consider different ways of checking the accuracy of interpretations of the past • Begin to evaluate the usefulness of different sources	• Find and analyse a wide range of evidence about the past • Understand the difference between primary and secondary sources and the impact of this on reliability • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • Consider different ways of checking the accuracy of interpretations of the past • Show an awareness of the concept of propaganda • Know that people in the past represent events or ideas in a way that may be to persuade others • Evaluate the usefulness of different sources

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Enquiry		Talk about the features of their own immediate environment and how environments might vary from one another	•Ask simple questions about the past • Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations	• Observe or handle evidence to ask simple questions about the past • Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations	•Regularly address and sometimes devise own questions to find answers about the past • Begin to undertake their own research	• Devise historically valid questions and undertake research to find answers about the past • Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different • Gather more detail from sources such as maps to build up a clearer picture of the past	• Use primary and secondary sources to investigate the past • Use a range of sources to collect evidence about the past • Select relevant information to address historically valid questions and construct informed responses • Investigate their own lines of enquiry by posing historically valid questions to answer	•Use primary and secondary sources to investigate the past • Use a wide range of sources to collect evidence about the past • Select relevant sections of information to address historically valid questions and construct detailed, informed responses • Investigate their own lines of enquiry by posing historically valid questions to answer
Interpretation of History		• Understand people have had different experiences • Understand people have different things • Understand people might like different things	• Identify different ways in which the past is represented	• Identify that two people could explain something differently or retell a story in a different way	• Understand that different versions of the past may exist	• Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.	• Understand that different versions of the past may exist and give reasons why • Compare accounts of events from different sources -	•Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history. • Make connections between different sources of evidence and identify the different interpretations • Understand the importance of checking the accuracy of interpretations/evidence

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Continuity & Change	• Can talk about changes they see around them	•Can talk about changes that have happened to themselves	• Can talk about: - old and new things in a picture	• Can talk about: - old and new things in a picture - what was different and what was the same when their parents and grandparents were children	• Can identify between and within periods: -Things that stayed the same -Things that changed	•Make links between events over time •Begin to note the similarities and differences: -within current period of history being studied -when current period of history being studied is compared to previous periods that have been studied	•Can identify and explain within and between periods of history: -key changes -similarities -why certain changes were important -how changes may have been different in different places during the same period of history	•Can identify and explain, in detail, within and between periods of history: -key changes -similarities -why certain changes were important -any subtle differences between similarities -how changes may have been different in different places during the same period of history
Cause & Consequence	• Can give an explanation for why things happen e.g. why did the tower break?	• Question why things happen • Can give an explanation for why things happen in stories	• Show an understanding of some key events and, with support, discuss why they may have happened • Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun)	•Recount key events from the past in their own words and begin to explain why these events happened • Begin to think about the impact that historical events have had on modern life	• Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?) • Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe)	•Independently question the reasons behind historical events and changes. • Give increasingly historically accurate answers to these questions • Describe how events/ people being studied have had an impact on the modern world	• Ask and answer clear and accurate questions about what happened • Ask 'why' questions to further historical understanding • Debate and discuss different opinions about historical causes and effects	• Independently ask and answer clear and accurate questions about the past • Discuss and compare a range of plausible causes and effects • Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.

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Similarity & Difference	•Know about similarities and differences between: themselves and others in their class and in stories	•Know about similarities and differences between: •themselves and others •families •communities •traditions in the past and now from stories read	•Recognise some similarities and differences between the past and the present • Describe some changes within their living memory	•Recognise similarities and differences between the past and the present • Identify similarities and differences between ways of life in different periods e.g for the rich and poor, male and female • Describe changes within their living memory	•Recognise similarities and differences between the past and the present • Identify similarities and differences between ways of life in different periods e.g for the rich and poor, male and female, religions • Identify key changes over a period of time and give reasons for changes • Describe connections and contrasts between aspects of history, people, events and artefacts studied	• Note key changes over a period of time and be able to give reasons for those changes • Identify similarities and differences between ways of life in different periods e.g for the rich and poor, male and female, race, religions etc • Describe connections and contrasts between aspects of history, people, events and artefacts studied • Make some links between and across periods, such as the differences between clothes, food, buildings or transport	• Make links between and across periods, such as the differences between clothes, food, buildings or transport etc • Describe key features of the past, including attitudes, beliefs and everyday lives (considering similarities/ differences between rich, poor, male, female, race/ culture, religions etc) • Identify and note connections, contrasts and trends over time in the everyday lives of people • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past	• Make and explain in detail, links between and across periods, such as the differences between clothes, food, buildings or transport etc • Describe and compare key features of the past including attitudes, beliefs and everyday lives(considering similarities/ differences between rich, poor, male, female, race/ culture, religions etc) • Identify and explain connections, contrasts and trends over time in the everyday lives of people • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past

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History – Progression Map

Significance of Event / People	• Recognise and describe a special time or event in their life (self, family or friends).	• Recognise and describe a special object • Recognise and describe a special time or event in their life (self, family or friends).	• Retell some events that have historical significance • Show awareness of significant individuals from the past	• Retell events that have historical significance • Identify significant individuals from the past • Understand that there are reasons why people in the past acted as they did	•Identify some key features, aspects and events of the time studied • Find out about the everyday lives of people in time studied compared with our life today • Identify significant individuals from the past and show awareness of how they contributed to national/international achievements	• Identify key features, aspects and events of the time studied • Find out about the everyday lives of people in time studied compared with our life today • Identify and describe significant individuals from the past and show awareness of how they contributed to national/international achievements	• Examine causes and results of events and the impact these had on people •Identify historically significant people and events from a period of history. Explain why they were significant and explain how they contributed to national/international achievements • Consider how people and events in the past have influenced life today	• Examine causes and results of events and the impact these had on people • Explain how people and events in the past have influenced life today • Identify a wide range of historically significant people and events from a period of history. Explain why they were significant and how they have impacted on both the past and the present •Understand and explain how people and events in the past have influenced life today

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