

# William Martin Schools and Nursery & St James' Church of England Primary School

## HISTORY PROGRESSION MAP

### EYFS

**EYFS Statutory Educational Programme: 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.**

### Understanding the World - History

Talk about members of their immediate family and community.	<ul style="list-style-type: none"> <li>➤ During dedicated talk time, listen to what children say about their family.</li> <li>➤ Share information about your own family, giving children time to ask questions or make comments.</li> <li>➤ Encourage children to share pictures of their family and listen to what they say about the pictures.</li> <li>➤ Using examples from real life and from books, show children how there are many different families.</li> </ul>
Name and describe people who are familiar to them.	<ul style="list-style-type: none"> <li>➤ Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</li> <li>➤ Listen to what children say about their own experiences with people who are familiar to them.</li> </ul>
Comment on images of familiar situations in the past.	<ul style="list-style-type: none"> <li>➤ Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</li> <li>➤ Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</li> <li>➤ Show images of familiar situations in the past, such as homes, schools, and transport.</li> <li>➤ Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</li> <li>➤ Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</li> </ul>
Compare and contrast characters from stories, including figures from the past.	<ul style="list-style-type: none"> <li>➤ Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</li> <li>➤ Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</li> <li>➤ Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</li> <li>➤ In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</li> </ul>



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<b>Aspects:</b>		<b>Key Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Significant events in History</li> <li>• Significant people from the past</li> <li>• Comparing ways of life at different times</li> <li>• Local history - Significant historical events - Significant people - Significant places</li> </ul>		after before century chronology differences during new now old	older past present sibling similarity slightly technology then younger
		castle arrow loop barbican battlements drawbridge tower	moat portcullis weapons enemies motte bailey keep
<b>Key Skills</b>	<b>Chronological Understanding</b>	<b>Range &amp; depth of knowledge</b>	<b>Historical enquiry &amp; Interpretations of history</b>
	Develop an awareness of the past and the passing of time; continuity and change; vocabulary – use vocab of everyday historical terms; Vocabulary – use a wide variety of everyday historical terms	Communicating knowledge through discussion, pictures, drama, writing, ICT ...	Looking at evidence, viewpoints; Cause and effect; How do we find out about the past? Identify ways that the past is represented
<b>Year 1</b>	<ul style="list-style-type: none"> <li>➤ Sequence events in their life.</li> <li>➤ Recall information from their past to answer questions.</li> <li>➤ Describe memories from key events in life.</li> <li>➤ Explore an important historical event.</li> <li>➤ Describe and compare the characteristics of old and new objects.</li> <li>➤ Use words and phrases explaining the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise the difference between past and present in their own and others' lives.</li> <li>➤ Ask and answer questions about the past.</li> <li>➤ Make inferences about life a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Find answers to simple questions about the past from sources of information e.g. artefacts, photographs, eye witness accounts.</li> </ul>



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<b>Key Skills</b>		<b>Key Vocabulary</b> bakery diary eyewitness firebreak Fire hooks Flammable Leather bucket London Pudding Lane St. Paul's Cathedral Tower of London Samuel Pepys Thomas Farriner King Charles II nurse Mary Seacole Florence Nightingale Hospital Crimean War							
<b>Year 2</b>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1120 912 1583 1414" style="background-color: #ffff00;"> <b>Chronological Understanding</b>            Develop an awareness of the past and the passing of time; continuity and change; vocabulary – use vocab of everyday historical terms; Vocabulary – use a wide variety of everyday historical terms         </th> <th data-bbox="1585 912 2136 1414" style="background-color: #ffff00;"> <b>Range &amp; depth of knowledge</b>            Communicating knowledge through discussion, pictures, drama, writing, ICT ...         </th> <th data-bbox="1120 1415 1583 1522" style="background-color: #ffff00;"> <b>Historical enquiry &amp; Interpretations of history</b>            Looking at evidence, viewpoints; Cause and effect; How do we find out about the past?            Identify ways that the past is represented         </th> </tr> </thead> <tbody> <tr> <td data-bbox="1120 1415 1583 1522"> <ul style="list-style-type: none"> <li>➤ Sequence artefacts closer together in time</li> <li>➤ Retell and sequence an important historical event.</li> <li>➤ Understand the sequence of events that led to events in History.</li> <li>➤ Place an events and objects in chronological order on a time line.</li> <li>➤ Sequence photographs etc. From different periods of time.</li> </ul> </td> <td data-bbox="1585 1415 2136 1522"> <ul style="list-style-type: none"> <li>➤ Recognise why people did things, why events happened and what happened as a result.</li> <li>➤ Identify differences between ways of life at different times.</li> <li>➤ Compare and contrast information about events in History.</li> <li>➤ Recognise similarities and differences between today and the past.</li> <li>➤ Make inferences about life a long time ago.</li> </ul> </td> <td data-bbox="1120 1524 2136 1596"> <ul style="list-style-type: none"> <li>➤ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>➤ Find answers to simple questions about the past from sources of information e.g. artefacts, photographs, eye witness accounts.</li> <li>➤ Select from their knowledge of history and communicate in a variety of ways.</li> </ul> </td> </tr> </tbody> </table>		<b>Chronological Understanding</b> Develop an awareness of the past and the passing of time; continuity and change; vocabulary – use vocab of everyday historical terms; Vocabulary – use a wide variety of everyday historical terms	<b>Range &amp; depth of knowledge</b> Communicating knowledge through discussion, pictures, drama, writing, ICT ...	<b>Historical enquiry &amp; Interpretations of history</b> Looking at evidence, viewpoints; Cause and effect; How do we find out about the past? Identify ways that the past is represented	<ul style="list-style-type: none"> <li>➤ Sequence artefacts closer together in time</li> <li>➤ Retell and sequence an important historical event.</li> <li>➤ Understand the sequence of events that led to events in History.</li> <li>➤ Place an events and objects in chronological order on a time line.</li> <li>➤ Sequence photographs etc. From different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise why people did things, why events happened and what happened as a result.</li> <li>➤ Identify differences between ways of life at different times.</li> <li>➤ Compare and contrast information about events in History.</li> <li>➤ Recognise similarities and differences between today and the past.</li> <li>➤ Make inferences about life a long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>➤ Find answers to simple questions about the past from sources of information e.g. artefacts, photographs, eye witness accounts.</li> <li>➤ Select from their knowledge of history and communicate in a variety of ways.</li> </ul>
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	Chronological understanding	Range and Depth of Knowledge	Historical enquiry & Interpretations of history	Communication and Vocabulary
<b>Year 3</b>	<ul style="list-style-type: none"> <li>➤ Use a timeline within a specific time in history to set out the order things may have happened</li> <li>➤ Sequence events or artefacts</li> <li>➤ Use dates related to the passing of time</li> <li>➤ Show a developing understanding of chronology realising that the past can be divided up into different time periods.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Find out about everyday lives of people in time studied and compare with our life today</li> <li>➤ Identify reasons for and results of people's actions</li> <li>➤ Study the lives of significant individuals (e.g. Septimus Severus)</li> <li>➤ Know that Britain has been invaded by several different groups over time</li> <li>➤ Describe how their own lives are similar or different to those living in past times</li> <li>➤ Explain how a significant individual of a period influenced change</li> <li>➤ Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and give reasons for different ways in which the past is represented</li> <li>➤ Use a range of sources to find out about a period, including using the library and, e-learning for research to answer questions</li> <li>➤ Observe small details in artefacts and pictures</li> <li>➤ Select and record information relevant to the study</li> <li>➤ Express an opinion on whether a person or event had a positive or negative impact on life in Britain</li> <li>➤ Research similarities and differences between time periods in history</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communicate knowledge and understanding about historical events and famous people in a variety of ways - labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama</li> <li>➤ Use appropriate historical vocabulary to describe key features of a time period</li> </ul>
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<b>Year 4</b>	<ul style="list-style-type: none"> <li>➤ Place events from a period studied on a time line</li> <li>➤ Use terms related to the period and begin to date events</li> <li>➤ Understand and use more complex terms e.g. BCE/AD</li> <li>➤ Plot history on a timeline using centuries and decades</li> <li>➤ Remember key historical facts and some dates from a period studied</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify key features and events in a time period</li> <li>➤ Develop a broad understanding of ancient civilisations</li> <li>➤ Recognise that the lives of wealthy people were very different to those of poor people</li> <li>➤ Appreciate how items found belonging to the time help us to build up an accurate picture of how people used to live at different times</li> <li>➤ Explain how events from the past have helped shape our lives today</li> <li>➤ Research what it was like for children in a given period from the past and use photographs and illustrations to present their findings</li> <li>➤ Compare two time periods of history</li> <li>➤ Explain the impact of a significant historical figure on life in Britain</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look at evidence available and begin to evaluate the usefulness of different sources</li> <li>➤ Choose relevant material to present a picture of one aspect of life in time past</li> <li>➤ Ask a variety of questions</li> <li>➤ Research two versions of an event and say how they differ</li> <li>➤ Explain how an event can have more than one cause</li> <li>➤ Begin to ask and answer more complex questions through independent research</li> <li>➤ Look for links and effects in time studied in order to offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>➤ Select data and organise it to answer historical questions</li> <li>➤ Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry)</li> </ul>
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<b>Year 5</b>	<ul style="list-style-type: none"> <li>➤ Place current study on time line in relation to other studies</li> <li>➤ Know and sequence key events of time studied</li> <li>➤ Relate current studies to previous studies make comparisons between different times in history</li> <li>➤ Independently place historical events or change on a timeline, to outline different information remembering key facts from a period of history studied</li> </ul>	<ul style="list-style-type: none"> <li>➤ Study different aspects of life for different people – e.g. differences between men and women</li> <li>➤ Compare an aspect of life with the same aspect in another period</li> <li>➤ Examine causes and results of great events and the impact on people</li> <li>➤ Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</li> <li>➤ Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same</li> <li>➤ Have a good understanding as to how crime and punishment has changed over the years</li> <li>➤ Describe how a significant individual or movement has influenced the UK or wider world</li> <li>➤ Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world</li> <li>➤ Compare and contrast ancient civilisations</li> <li>➤ Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare accounts of events from different sources and offer some reasons for different versions of events</li> <li>➤ Begin to identify primary and secondary sources</li> <li>➤ Use evidence to build up a picture of life in time studied</li> <li>➤ Explain why people acted the way they did</li> <li>➤ Follow independent lines of enquiry and make informed responses based on this.</li> <li>➤ Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur</li> </ul>	<b>Key Vocabulary</b>					<ul style="list-style-type: none"> <li>➤ Use relevant terms and time vocabulary to match dates to people and events</li> <li>➤ Record and communicate knowledge in different forms</li> <li>➤ Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international)</li> </ul>					<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> Mummification Pharaoh Cartouche River Nile Tutankhamun Death mask Pyramids Hieroglyphics Canopic jars Sarcophagus Rosetta Stone </td> <td style="vertical-align: top; width: 50%;"> Ogiso Ohen Reincarnation Oba Animists battle Edo brass Coral beads Yoruba belief Egogo Religion </td> </tr> </table>	Mummification Pharaoh Cartouche River Nile Tutankhamun Death mask Pyramids Hieroglyphics Canopic jars Sarcophagus Rosetta Stone	Ogiso Ohen Reincarnation Oba Animists battle Edo brass Coral beads Yoruba belief Egogo Religion
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<b>Year 6</b>	<ul style="list-style-type: none"> <li>➤ Place current study on time line in relation to other studies</li> <li>➤ Use relevant dates and terms</li> <li>➤ Sequence up to ten events on a time line</li> <li>➤ Place features of historical events and people from past societies and periods in a chronological framework</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain how their locality has changed over time</li> <li>➤ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>➤ Compare beliefs and behaviour with another period studied</li> <li>➤ Explain a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>➤ Know key dates, characters and events of time studied</li> <li>➤ Summarise how Britain has had a major influence on world history</li> <li>➤ Describe features of historical events and people from past societies and periods they have studied</li> <li>➤ Recognise and describe differences and similarities, changes and continuity between different periods in history</li> <li>➤ Identify and explain their understanding of propaganda</li> <li>➤ Describe a key event from Britain's past using a range of evidence from different sources</li> <li>➤ Describe how their own lives have been influenced by a significant individual or movement</li> <li>➤ Describe the negative or positive impact of a period of history on contemporary society</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a range of historical sources to describe how an event (e.g. WW2) affected a local town or village</li> <li>➤ Consider ways of checking the accuracy of interpretations (fact or fiction and opinion)</li> <li>➤ Be aware that different evidence will lead to different conclusions</li> <li>➤ Recognise primary and secondary sources use a range of sources to find out about an aspect of time past.</li> <li>➤ Bring knowledge gathering from several sources together in a fluent account</li> <li>➤ Summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>➤ Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective</li> <li>➤ Suggest and research information sources required to present an in depth study of a local town or city</li> <li>➤ Independently investigate a complex historical research questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)</li> <li>➤ Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose</li> </ul>
				<b>Key Vocabulary</b>
British Empire Coronation Disease Middle class Mines Upper Class Workhouses Inventions poverty Industrial revolution migrate rural	Allies Evacuation Rationing Allies Axis Holocaust Nazi Party Propaganda Blitz D-Day Genocide Adolf Hitler Winston Churchill			





# William Martin Schools and Nursery & St James' Church of England Primary School

## Periods of History Studied

Where is it on the timeline? (chronology)

How do we know about this time in history? (sources of evidence)

How is it the same and different to living today? (change, compare and contrast)

Year	Autumn Community	Spring Change	Summer Creativity
1 Choice	Local History Study	My Family History (Toys, Transport, Homes) Who am I?  Castles and Dragons Can power and peace go together?	
2 Care	Local History Study	People and Events that have changed Britain- The Great Fire of London, Mary Seacole, Florence Nightingale What are British Values?	
3 Diversity	Local History Study	Stone Age to Iron Age, Anglo-Saxons and Vikings What does it mean to survive?	The Roman Empire and its impact on Britain To include Black Romans such as Emperor Septimius Severus
4 Influence	Local History Study	The Ancient Greeks To include the Hellenistic Period  How have the Ancient Greeks influenced the world today?	The Tudors To include Black Tudors such as John Blanke, Jacques Francis and Mary Filis
5 Power	Local History Study	Ancient Egyptians  Do artefacts belong in museums?	Benin and West African Kingdoms
6 Strength	Local History Study	WW2 and The Empire Windrush To include diverse representation of soldiers, in particular African, Caribbean and Indian people.  What role did the media play in WW2?	The Victorians and the British Empire Including an introduction to British colonisation

