



# History - Whole School Progression Map

## Discovery MAT – History Curriculum Statement

### Quotes that guide us:

'History is who we are and why we are the way we are.' David McCullough (1933)

'History gives answers only to those who know how to ask questions.' Majo Halborn (1902 – 1969)

### Why is it important to teach History? (Intent)

Our History curriculum provides a clear and comprehensive 'chronological' curriculum that supports children's understanding and appreciation of events that are not in living memory. We aim to provide rich experiences from guest speakers to educational visits that enhance learning and bring the historical elements of history to life. We encourage children to freely question and ask openly about historical events. Teaching children historical skills across the curriculum (which allows them to explore History in a range of different contexts, media and experiences) will help open minds and understand that history can influence the actions of generations to come. Children will learn the importance of historical events, people and places and how learning about them can determine future decisions. We aim for children to understand when events took place and that they will not always reflect the ways things happen now, but could have influenced them. By placing events in a chronological order, we aim to give children an understanding of when things happened and how they could have affected events that proceeded.

### Key Concepts:

- To question History and its morals and values between then and now.
- Understand historical impacts on the current day.
- Take part in experiences that enable children to understand events that are beyond living memory.
- Appreciate current day events as a 'new history'.
- To be able to place events on a timeline of history.

### Curriculum Design (Implementation)

Our History curriculum provides children with the tools to be curious, freely ask questions and use research and experiences to understand the impact History has on modern day. Sharing information and accounts through a range of experiences, and media, allows children to imagine what people of certain times may have experienced and allows them to consider how modern History has changed because of those events and recounts.

- Produce timelines about historical aspects.
- Write recounts considering the views and opinions of people of the 'day' by putting themselves in the shoes of someone else.
- Use diaries, research and experiences to gain a greater understanding of history.
- Visit places that offer a rich experience which enhances understanding of historical aspects.
- Take part in role-play opportunities which support historical life.

### Knowledge Focused

The History curriculum is knowledge focused to ensure clear sequences of learning are followed using the progression documents. These documents allow staff to create small steps that build towards key end points that link to the National Curriculum. These break down the National Curriculum statements further into smaller steps to understand the chronology of events.

### What we do well as a Trust (Impact)

As a Trust, children are immersed in rich experiences which provide children with opportunities to put into practise the skills and knowledge they have acquired in a meaningful and memorable experience. Children within Discovery MAT can apply their learning to other curriculum areas, and through pupil voice demonstrate a true love for History with groups of children in KS2 who aspire to be historians once they leave education. As a trust we do not allow children's attainment in English and Maths to become a barrier for their learning – we believe any child within our trust can excel in History.



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## History National Curriculum & EYFS Framework

### **National Curriculum Statements:**

#### **Purpose of study**

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

#### **Aims**

The national curriculum for history aims to ensure that all pupils:

- 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
- 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 and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

#### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.**

### **Subject Content:**

#### **EYFS**

##### **End of Foundation Stage Expectations- Early learning Goals**

The Early Learning Goals (ELGs) are the knowledge, skills and understanding children should have at the end of their Reception year.

The new Early Learning Goals are more closely aligned with the requirements of the History curriculum. Within Understanding the World, there is a **new ELG entitled 'Past and Present'**.

#### **Understanding the World**

##### **Past and Present ELG**

Children at the expected level of development will:

- Talk about the 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;

*Development Matters* (non-statutory curriculum guidance for EYFS, DfE,2020) provides examples of how to support this:

- a) Talk about members of their immediate family and community**
- b) Name and describe people who are familiar to them**
- c) Comment on images of familiar situations in the past**
- d) Compare and contrast characters from stories including figures from the past**



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## Related ELGS

- Talk about the lives of the people around them and their roles in society. (UW)
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)
- Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)
- Make comments about what they have heard and ask questions to clarify their understanding. (CAL)
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CAL)
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CAL)

## Key Stage 1

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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about

### Changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory) This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

### The Roman Empire and its impact on Britain

Examples (non-statutory) This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

### Britain's settlement by Anglo-Saxons and Scots



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Examples (non-statutory) This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

## **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

Examples (non-statutory) This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

## **A local history study**

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

## **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

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.



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History Curriculum Overview						
EYFS	All About Me <i>*Local History*</i>	Woodland Explorers	To Infinity and Beyond	Things that Grow	Trains, Planes and Cars	On the Seven Seas
Y1	Amazing Me <i>*Local History*</i>	Weather Watchers	What's in the Toy Box?	Our Local Area <i>*Local History*</i>	Women in History	Kenya: Too Hot to Handle!
Y2	Our Great Britain	British Bridges	Greenland: Below Zero	UK Climate	World Explorers <i>*Local History*</i>	Commotion in the Ocean
Y3	Prehistoric Britain: From the Stone Age to the Iron Age	Master of Disaster	Dinosaurs and Fossils	Food and Farming	Egyptians	Plymouth Hoe: Our City <i>*Local History*</i>
Y4	Shang Dynasty	Journey Through North America	Ancient Greece	Australia	Ancient Rome	Inventions Which Changed the World
Y5	Romans in Britain/Anglo Saxons	Space: Out of this World	Vikings	Our Changing World	Ancient Maya	Amazon Rainforest
Y6	Dartmoor	Tudors: Port of Plymouth <i>*Local History*</i>	British Empire & Industrial Revolution	Biomes of the world	20 <sup>th</sup> Century Conflict <i>*Local History*</i>	



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History Substantive Concepts Progression							
Substantive Themes	Nursery/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Influence &amp; Impact</b></p> <p><i>The effect someone, or something has, on someone or something else.</i></p>	<p><b>All About Me</b> (my family, past &amp; present, culture, beliefs)</p> <p><b>Trains, Planes and Cars</b> (old &amp; new, change, inventions, travel)</p>	<p><b>Amazing Me!</b> (family traditions &amp; heritage, past &amp; present)</p> <p><b>What's in the Toy Box?</b> (old &amp; new, change, inventions, technology)</p> <p><b>Women in History</b> (achievements, change, significance)</p>	<p><b>Our Great Britain</b> (buildings, development, adaptation, redevelopment, city design, fire service)</p> <p><b>World Explorers</b> (exploration, travel, journey, discoveries)</p>	<p><b>Prehistoric Britain</b> (settlement, discovery, agriculture, discovery of iron, discovery of bronze)</p> <p><b>Egyptians</b> (inventions, achievement, architecture, rulers, River Nile, pyramids)</p> <p><b>Plymouth Hoe: Our City</b> (architecture &amp; engineering, landscape, landmarks, significance)</p>	<p><b>Shang Dynasty</b> (writing, advancement of Bronze technology, government)</p> <p><b>Ancient Greece</b> (society, philosophy, alphabet, maths, science, Olympics, architecture, astronomy)</p> <p><b>Ancient Rome</b> (inventions, engineering, Roman baths, sewage system, agriculture, architecture, society, Latin)</p>	<p><b>Romans in Britain/ Anglo-Saxons</b> (law &amp; punishments, ruins, warriors, monarchy, legacy)</p> <p><b>Vikings</b> (law &amp; punishments, raid, warriors, legacy)</p> <p><b>Ancient Maya</b> (inventions, calendar, food, writing, books, agriculture)</p>	<p><b>Tudors: Port of Plymouth</b> (monarchy, church, religion, wealth, exploration,</p> <p><b>British Empire &amp; Industrial</b> (inventions, political, change, wealth, agriculture, engineering)</p> <p><b>20<sup>th</sup> Century Conflict</b> (rationing, evacuation, propaganda, gender roles, nuclear ideology, technology)</p>
<p><b>Conflict</b></p> <p><i>A serious disagreement or argument.</i></p>		<p><b>Women in History</b> (racial prejudice))</p>	<p><b>Our Great Britain</b> (conflict within the monarchy, Houses of Parliament/Guy Fawkes)</p> <p><b>World Explorers</b> (Sir Francis Drake &amp; Spanish Armada, Columbus &amp; America, Conflict with countries discovered)</p>	<p><b>Plymouth Hoe: Our City</b> (Sir Francis Drake &amp; Spanish Armada,)</p>	<p><b>Shang Dynasty</b> (warriors, battles)</p> <p><b>Ancient Rome</b> (invasion of Britain, Roman Empire)</p>	<p><b>Romans in Britain/ Anglo-Saxons</b> (battles, invasions, army, soldiers)</p> <p><b>Vikings</b> (raid, warriors, invasion)</p> <p><b>Ancient Maya</b> (wars about trade and territory)</p>	<p><b>Tudors: Port of Plymouth</b> (War of the Roses, Church, Catholics &amp; Protestants)</p> <p><b>British Empire &amp; Industrial</b> (politicians, socialists)</p> <p><b>20<sup>th</sup> Century Conflict</b> (WWII, wars)</p>
<p><b>Monarchy</b></p> <p><i>One person who has supreme power and authority e.g. King, Queen, Emperor, Pharaoh.</i></p>	<p><b>All About Me</b> (monarchy at time of birth/current monarchy)</p>	<p><b>Amazing Me!</b> (monarchy at time of birth/current monarchy)</p> <p><b>Women in History</b> (Queen Victoria, Queen Elizabeth II)</p>	<p><b>Our Great Britain</b> (King Charles I, Richard III, Henry VIII, Queen Victoria. Elizabeth II)</p>		<p><b>Shang Dynasty</b> (emperors)</p> <p><b>Ancient Greece</b> (Alexander the Great)</p> <p><b>Ancient Rome</b> (Julius Caesar)</p>	<p><b>Romans in Britain/Anglo-Saxons</b> (Julius Cesar, Boudicca)</p> <p><b>Vikings</b> (Viking leaders)</p>	<p><b>Tudors: Port of Plymouth</b> (Henry VIII)</p> <p><b>British Empire &amp; Industrial Revolution</b> (Queen Victoria, Queen Elizabeth II)</p>



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<p><b>Empire</b></p> <p><i>A group of countries or regions ruled by a single ruler.</i></p>		<p><b>Women in History</b> (leadership, royalty)</p>	<p><b>Our Great Britain</b> (King Charles II)</p> <p><b>World Explorers</b> (leadership, royalty)</p>		<p><b>Shang Dynasty</b> (emperor, the fall of the empire)</p> <p><b>Ancient Greece</b> (democracy, conquer, war, tyranny, oligarchy)</p> <p><b>Ancient Rome</b> (Roman empire, conquer, rule, reign, territory, power)</p>	<p><b>Romans in Britain/Anglo-Saxons</b> (Roman empire, conquer, slaughter, kingdoms, invade)</p> <p><b>Vikings</b> (conquer, plunder, slaughter, kingdoms, invade, war)</p> <p><b>Ancient Maya</b> (empire collapse)</p>	<p><b>Tudors: Port of Plymouth</b> (House of Tudor, kingdom)</p> <p><b>British Empire &amp; Industrial Revolution</b> (largest empire in history, laws, oppression, economical benefit)</p> <p><b>20<sup>th</sup> Century Conflict</b> (democracy, dictatorship, fascism)</p>
<p><b>Civilizations</b></p> <p><i>The way of life in a particular area.</i></p>	<p><b>All About Me</b> (my local community)</p>			<p><b>Prehistoric Britain</b> (community, settlement, houses)</p> <p><b>Egyptians</b> (farming, community, architecture)</p>	<p><b>Shang Dynasty</b> (army, farms, crafts, mining)</p> <p><b>Ancient Greece</b> (city states, Athens, Sparta)</p> <p><b>Ancient Rome</b> (senate, democracy, slave, republic, leader, emperor)</p>	<p><b>Romans in Britain/Anglo-Saxons</b> (farming/agricultural communities, settlements)</p> <p><b>Vikings</b> (farming, craft, fortress, long-ship, colonise)</p>	<p><b>British Empire &amp; Industrial Revolution</b> (classes, rich &amp; poor, royal family)</p> <p><b>20<sup>th</sup> Century Conflict</b> (Great Britain, Europe, Germany, Judaism)</p>
<p><b>Relationships</b></p> <p><i>The way in which things or people are connected.</i></p>	<p><b>All About Me</b> (my family, celebrations, past &amp; present)</p>	<p><b>Amazing Me</b> (my family, generations, heritage)</p> <p><b>Women in History</b> (global, wars, medicine, feminism, racism, discrimination)</p>	<p><b>Our Great Britain</b> (society, monarchy, leaders, hierarchy, trade)</p>	<p><b>Egyptians</b> (society, hierarchy Gods, pharaohs, leaders, slaves)</p>	<p><b>Ancient Greece</b> (Gods, worship, families)</p> <p><b>Ancient Rome</b> (gladiators, slavery, families)</p>	<p><b>Romans in Britain/Anglo-Saxons</b> (tribes, families, slaves)</p> <p><b>Vikings</b> (chieftain, warriors, clans)</p> <p><b>Ancient Maya</b> (warriors, priest, gods, king)</p>	<p><b>Tudors: Port of Plymouth</b> (wives, religion, church, monarchy, families)</p> <p><b>British Empire &amp; Industrial</b> (political relationships, feminism, children)</p> <p><b>20<sup>th</sup> Century Conflict</b> (allies, axis, persecution, Treaty of Versailles, United Nations, dictatorship, evacuees, prisoners)</p>



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History Skills Progression							
Key Stages	Nursery/EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
<b>Historical Skills</b>	Recognise, Identify, Describe	Recognise, Identify, Describe Observe, Select, Categorize, Classify, Sequence, Compare & Contrast, Recall, Reason/Speculate		Recognise, Identify, Describe Observe, Select, Categorize, Classify, Sequence, Compare & Contrast, Recall, Reason/Speculate Summarise, Synthesise, Explain		Recognise, Identify, Describe Observe, Select, Categorize, Classify, Sequence, Compare & Contrast, Recall, Reason/Speculate Summarise, Synthesise, Explain, Demonstrate Understanding Empathise, Reach informed conclusions, Make reasoned judgement, Justify, Apply, Evaluate, Critique, Hypothesise	
Disciplinary Skills	Nursery/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>  <i>Chronology means arranging events in their order of occurrence in time. For example, the use of a timeline or sequence of events in the past.</i>	<ul style="list-style-type: none"> <li>Use every day language related to time.</li> <li>Recognise past and present within their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence 3 or 4 artefacts from different periods of time.</li> <li>Match objects to people of different ages.</li> <li>Describe memories and changes that have happened in my own life.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence dates from earliest to latest on a simple timeline</li> <li>Sequence artefacts from different periods in time.</li> <li>Recall significant events,</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate terminology to discuss past and present.</li> <li>Identify which significant events came before and after.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise past and present events within a broader timeline.</li> <li>Explain the impact and influence of past events.</li> <li>To understand terms related to the period and begin to date events.</li> <li>To understand that a timeline can be divided into BC, and AD</li> </ul>	<ul style="list-style-type: none"> <li>To order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> <li>Accurately use dates and terms to describe historical events.</li> <li>Understand how some historical events/periods occurred concurrently in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant dates and terms within a sequence.</li> <li>Understand how some historical events/periods occurred concurrently in different locations.</li> <li>Place current study on time line in relation to other studies.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>A long time ago, change, past, present, now, modern, old, new</li> </ul>	<ul style="list-style-type: none"> <li>Past, present, future, year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories,</li> </ul>	<ul style="list-style-type: none"> <li>Historian, opinion, chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, same, different, similar, sequence</li> </ul>	<ul style="list-style-type: none"> <li>BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend</li> </ul>	<ul style="list-style-type: none"> <li>Duration, lasting, artefact, two thousand years, many hundreds of years, Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>Christ legacy, key events, sequence, chronology, anachronism, era/period,</li> </ul>	<ul style="list-style-type: none"> <li>Narrative, Era, Centuries, Duration</li> </ul>





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<p><b>Historical Enquiry</b></p> <p><i>Historical enquiry is all about asking questions or hypothesising about the past that we hope the evidence will help us to answer.</i></p>	<ul style="list-style-type: none"> <li>• Ask relevant questions about changes through time.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between the past and the present.</li> <li>• Recall parts of stories and significant events in history.</li> <li>• Describe significant individuals from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask simple questions about the past.</li> <li>• Compare and contrast evidence to find answers to simple questions about the past</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about the past. I can construct informed responses about one aspect of life or key event in the past.</li> <li>• Address and sometimes devise my own questions to find out about the past.</li> <li>• Begin to undertake own research.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesise using a range of sources to find out about the past.</li> <li>• To construct informed responses about one aspect of life or key event in the past through careful selection and organisation of relevant historical information.</li> <li>• Begin to undertake own research and summarise findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise when they are using primary and secondary sources of information to investigate the past.</li> <li>• Use a wide range of different evidence to collect evidence about the past: ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historical sites.</li> <li>• Select relevant sections of information to address historically valid questions and construct detailed informed responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise when I am using primary and secondary sources of information to investigate the past.</li> <li>• To make informed judgements and conclusions.</li> <li>• Use a wide range of different evidence to collect evidence about the past apply and evaluate the evidence gathered.</li> <li>• Select relevant sections of information to address historically valid questions and construct detailed informed responses.</li> <li>• Investigate their own line of enquiry by posing historically valid questions.</li> <li>• Analyse a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</li> </ul>
<p><b>Continuity &amp; Change</b></p> <p><i>'Continuity' refers to things that stay the same, relatively unchanged, over time. 'Change' refers to something that is obviously different from what occurred previously.</i></p>	<ul style="list-style-type: none"> <li>• Identify changes within living memory.</li> <li>• Recognise that changes in transport and explain why they have changed.</li> </ul>	<ul style="list-style-type: none"> <li>• To compare and contrast toys over a specific time period.</li> <li>• Observe changes within their living memory.</li> <li>• Categorize the changes in toys.</li> <li>• Reason and speculate the changes for women in history (Rosa Parks, Mary Seacole, Florence Nightingale).</li> <li>• Discuss change and continuity in an aspect</li> </ul>	<ul style="list-style-type: none"> <li>• identify similarities and differences between ways of life at different times.</li> <li>• Compare and contrast things in the past with my own experiences and life.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the changes that occurred within</li> <li>• Make links and describe events, situations and changes within and across different periods/societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise the changes that happened within Shang dynasty, Ancient , Greece and Ancient Rome.</li> <li>• Make links and describe events, situations and changes within and across different periods/societies and explain the impact of the event.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and make links between main events, situations and changes within and across different periods and societies at a deeper level.</li> <li>• Make links and describe events, situations and changes within and across different periods/societies.</li> <li>• Explore how attitudes/views have changed and adapted over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and make links between main events, situations and changes within and across different periods and societies at a deeper level.</li> <li>• Make links and describe events, situations and changes within and across different periods of time.</li> <li>• Critique why attitudes/views have changed and adapted over time.</li> </ul>



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		of life, e.g. personal, significant people.					
<p style="text-align: center;"><b>Cause &amp; Consequence</b></p> <p><i>Cause and consequence is a relationship in history between an event, a condition, or a decision (the cause) and the events or results that follow it (the consequences).</i></p>	<ul style="list-style-type: none"> <li>Describe the changes and the impact.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the influence and impact of toys from the early 1900's to present day.</li> <li>Recall the significance of changes that had an impact from women in history.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss why people did things, why events happened and what happened as a result.</li> <li>Explain the impact of the events that took place.</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 and give reasons for historical events, situations and changes.</li> <li>Identify some of the results of historical events, situations and changes.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and make reasoned judgments on the causes and consequences on the actions of Shang Dynasty/Ancient Greece/Rome.</li> <li>Identify and give reasons for historical events, situations and changes.</li> <li>Identify some of the results of historical events, situations and changes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for historical events, situations and changes.</li> <li>Begin to make connections and conclusions by tracing a change across time.</li> </ul>	<ul style="list-style-type: none"> <li>Hypothesise why events occurred, why people acted as they did and what were the consequences of these actions being able to empathise.</li> <li>Make evidence-based judgements on connections and hypothesise by tracing change across time.</li> </ul>
<p style="text-align: center;"><b>Similarities &amp; Differences</b></p> <p><i>Noticing and discussing what is the same and what is different about eras in the past.</i></p>	<ul style="list-style-type: none"> <li>Describe similarities and differences between themselves and their family.</li> <li>Identify and describe differences between transport through time.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast changes of toys through time</li> <li>To can identify similarities and differences between myself and others and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods, including their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Select similarities and difference between Prehistoric (Stone, Bronze and Iron).</li> <li>Draw comparisons across people, places and events studied.</li> </ul>	<ul style="list-style-type: none"> <li>To explore and explain the complexity of people's lives, examining differing perspectives and relationships between different groups.</li> <li>Make a reasoned judgment from the evidence of artefacts (e.g. about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers)</li> </ul>	<ul style="list-style-type: none"> <li>Examine differing perspectives and relationships between groups.</li> <li>Draw comparisons across people, their perspectives, motivations and actions across periods studied.</li> <li>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</li> </ul>	<ul style="list-style-type: none"> <li>Examine, critique and evaluate differing perspectives and relationships between groups of people across</li> <li>Show understanding of the similarities and differences between different periods, e.g. social, belief, local, individual.</li> </ul>
<p style="text-align: center;"><b>Significance</b></p> <p><i>Historical significance is a decision that is made about what is important from our past. What we consider to be important can change over time.</i></p>	<ul style="list-style-type: none"> <li>Recognise the significance of their family and describe the importance of family.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of women in history and the impact the had nationally or globally.</li> <li>Select key events/individuals to discuss their significance and impact.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and begin to describe historically significant people and events in situations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe and summarise historically significant people and events in situations.</li> <li>Explain the significance of historical events and the impact on the present day.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the following criteria to evaluate significance: Importance, Profundity, Quantity, Durability, Relevance.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the following criteria to evaluate significance: Importance, Profundity, Quantity, Durability, Relevance.</li> <li>Give reasons why some events, people or developments are seen as more significant than others.</li> </ul>

# History - Whole School Progression Map

## Key for Disciplinary skills

<b><u>Recognise</u></b>	Name and point out who or what something is	<b><u>Selecting</u></b>	Choosing the information most suitable and relevant
<b><u>Identify</u></b>	Distinguish something or someone from others that may be similar	<b><u>Sequencing</u></b>	Arranging events or artefacts in their correct time order
<b><u>Describe</u></b>	'Say what you see'. Give an account in words of something or someone	<b><u>Comparing and contrasting</u></b>	Finding similarities and differences in how people lived at different times
<b><u>Observe</u></b>	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	<b><u>Reasoning and speculating</u></b>	Forming ideas about something without firm evidence
<b><u>Select</u></b>	Decide upon and choose that information considered most suitable or relevant	<b><u>Synthesising</u></b>	Combining a range of ideas and facts from different sources
<b><u>Categorise/Classify</u></b>	Arrange information into particular groups according to shared qualities or characteristics	<b><u>Explaining</u></b>	Showing understanding of how or why something happened
<b><u>Compare and contrast</u></b>	Find similarities and differences	<b><u>Informed conclusion</u></b>	A knowledgeable summing up of the main points or issues about something.
<b><u>Recall</u></b>	Remember and recount something learned	<b><u>Reasoned judgement</u></b>	A personal view or opinion about something supported by factual evidence.
<b><u>Reason/speculate</u></b>	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	<b><u>Justify</u></b>	Give reasons to show or prove what you feel to be right or reasonable.
<b><u>Summarise</u></b>	Outline or sum up briefly the main points about something	<b><u>Apply</u></b>	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
<b><u>Empathise</u></b>	Placing yourself in another's position to better understand their motives, decisions and actions	<b><u>Evaluate</u></b>	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
		<b><u>Critique</u></b>	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence
		<b><u>Hypothesise</u></b>	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.



# History - Whole School Progression Map

Subject Specific Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>All about me:</b> Past Family Friends Birth Family tree Parents</p> <p><b>Trains Planes and Cars</b> Train Engine Tracks Steam Driver Ticket Platform Station Locomotive Carriage Ticket inspector Departure Arrival Airplane Pilot Wings Cockpit Runway Passenger Takeoff Landing Airport Baggage Seatbelt Car Steering wheel Traffic lights Road Driver's license</p>	<p><b>Amazing Me</b> Me Myself Family Differences Past Present Future Change Timeline Years Birth Parents Grandparents Relatives Siblings</p> <p><b>What's in the toy box?</b> Teddy bear Soldier Jigsaw Puzzle Wooden Plastic Electric Batteries Blocks Spinning top Tin Rocking horse Train Doll Board game Old New Same Different Future Technology</p> <p><b>Women in History</b> Strong Independent Nurses Famous</p>	<p><b>Our Great Britain</b> London Guido/Guy Fawkes Houses of Parliament Fire explode Pudding Lane Bakery Thomas Farriner St Paul's Cathedral Diary Samuel Pepys Water Charles II Firebreak Extinguish Queen Victoria Reign Empire Monarch Slate Workhouse Cholera Mill Shilling Suburb Arithmetic Governess Census Industrial Bristol Factory Century Mining/Mines Coal Victorian era Railway Prince Albert Law Invention</p> <p><b>World Explorers</b> Explorer Discover Map Compass</p>	<p><b>Prehistoric Britain</b> Fossil Real Scientist Palaeontologist Skeleton Search Hunt Find Dinosaur Bones Rocks Stone Age Bronze Age Iron Age Skara Brae Ancient Archaeologist Artefact Circa Civilization Climate Discovery Extinct Farming Flint Gather Hearths Island Land clearance Mesolithic Migration Neanderthal Neolithic Nomad Palaeolithic Remains Resources Settlers/Settlement Hunter-gatherer Religion Stonehenge Avebury</p> <p><b>Egyptians</b> BCE/CE (Before Common Era/Common Era)</p>	<p><b>Shang Dynasty</b> Shang Dynasty Oracle Bones Bronze Divination Ancestor Worship Jade Chariot Rituals City-states Royal Tombs Dynastic Cycle Shang Kings Ritual Bronze Vessels Warfare Artisan Noble Jade Carvings Shaman Silk Horse-drawn Chariots</p> <p><b>Ancient Greece</b> BCE/CE Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Agora Hellenistic Phalanx Aristocrat Mythology Column Hoplite Peninsula Oracle Terraced</p>	<p><b>Romans in Britain</b> Roman Empire Emperor Legion Villa Hadrian's Wall Aqueduct Roman Roads Colosseum Baths Mosaic Gladiator Toga Roman Numerals Boudica Londinium (London)</p> <p><b>Anglo Saxons</b> Anglo-Saxon Kingdom Chieftain Village Longship Mead Hall Saxon Shore Forts Anglo-Saxon Chronicle Alfred the Great Beowulf Sutton Hoo Witan Hengist and Horsa Pagan Fyrd</p> <p><b>Vikings</b> Vikings Longship Norsemen Raid Seafaring Odin Thor Shieldmaiden Berserker Runes Saga</p>	<p><b>Tudors: Port of Plymouth School</b> Welsh/English family King Henry VII 118-year rule Monarchs Henry VIII Elizabeth I Cinque Port Quay Stour Defences Daub Jetty South East Port Trade War of the roses Wives Divorced Beheaded Death Church Catholic Protestant</p> <p><b>British Empire and Industrial Revolution</b> Colonization Imperialism Expansion Empire Commonwealth Dominion Colonialism Indirect rule Direct rule Imperial power Colonial administration Mercantilism Trade routes Plantation Missionary Decolonization</p>



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	<p>Racial          Racism          Nurses          Achievements          Medical          Discoveries          Developments          royal</p>	<p>Expedition          Adventure          Journey          Navigate          Landmark          Expedition          Compass Rose          Route          Continent          Ocean          Equator          Latitude          Longitude          Explorer Hat          Telescope          Ship</p>	<p>Ancient Civilization          Achievement          Pharaoh          Scarab          Papyrus          Scribe          Amulet          Canopic jar          Sarcophagus          Tomb          Afterlife          Hieroglyphics          Mummification          Irrigation          Shaduf          Sphinx          Oasis          Egyptologist          Ankh          Pyramid          Barter          Rosetta Stone</p> <p><b><u>Plymouth Hoe: Our city</u></b>          Citadel          Smeaton's Tower          Armada          Sir Francis Drake          Mayflower Steps          Elizabethan Era          Royal Navy          Napoleonic Wars          Lighthouse          Sir Francis Chichester          Eddystone Rocks          Tinside Pool          Hoe Promenade          Plymouth Sound          Naval Base          Civil War          Plymouth Breakwater          Sir Walter Raleigh          Barbican          Great Storm of 1987</p>	<p><b><u>Ancient Rome</u></b>          Empire          Gladiators          Colosseum          Julius Caesar          Aqueducts          Roman Baths          Forum          Toga          Legion          Emperor          Chariot          Centurion          Roman Numerals          Villa          Mosaic          Roman Roads          Pompeii          Patrician          Plebeian          Republic</p>	<p>Helmet          Axe          Settlement          Trade          Exploration          Fjord          Valhalla          Norse Mythology          Longhouse</p> <p><b><u>Ancient Maya</u></b>          Maya          Mesoamerica          Civilization          City-state          Pyramids          Temples          Hieroglyphics          Calendar          Rituals          Sacrifice          Ballgame          Stelae          Tikal          Chichen Itza          Palenque          Copan          Cenote          Jade          Maize          Astronomy</p>	<p>Raj          Crown colony          Annexation          Global influence          Industrialization          Factory system          Urbanization          Steam engine          Mass production          Textile industry          Mechanization          Division of labour          Capitalism          Infrastructure          Railways          Coal mining          Iron and steel industry          Technological advancements          Working conditions          Labour unions          Social reform          Economic growth          Inventions          Manchester School</p> <p><b><u>20<sup>th</sup> Century Conflict</u></b>          World War I          Treaty of Versailles          League of Nations          Trench warfare          Propaganda          Armistice          Fascism          Nazism          Totalitarianism          Holocaust          Pearl Harbour          D-Day          Atomic bomb          Cold War          Communism          Iron Curtain          Korean War, Vietnam War          Gulf War          Nuclear proliferation          Genocide          Terrorism          Superpowers          Proxy wars, Arms race</p>
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