



# Highfield Primary School Progression Map 2023 - 2024

## Subject: History

### Intent

Our History curriculum has been developed to inspire our children's curiosity by encouraging them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the curriculum we will provide opportunities for our children to understand the process of change and to explore the impact that historical people, events and periods have had on societies, relationships between different groups, as well as their own identity and the challenges of our present times. Our curriculum aim is that by exploring the past, our pupils will have been able to make comparisons with today and therefore be inspired to make a positive impact on the world as responsible citizens, now and in the future.

### Implementation

#### Progression of Knowledge

|                             | EYFS   |  | KS1   |   | KS2  |   |   |  |
|-----------------------------|--|--|---|---|--|---|---|--|
|                             | Nursery  | Reception  | Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6   |
|                             | Nursery children will be taught to/about:  | In addition to knowledge taught in the Nursery, Reception children will be taught to/about:                            | In addition to EYFS knowledge, Year 1 children will be taught to/about:   | In addition to EYFS and Year 1 knowledge, Year 2 children will be taught to/about:  | In addition to KS1 knowledge, Year 3 children will be taught to/about:   | In addition to KS1 and Year 3 knowledge, Year 4 children will be taught to/about:   | In addition to KS1 and Lower KS2 knowledge, Year 5 children will be taught to/about:  | In addition to KS1, Lower KS2 and Year 5 knowledge, Year 6 children will be taught to/about:   |
| Chronological Understanding | begin to sequence pictures to show time order (e.g. baby, toddler, child)<br><br>begin to use simple words to talk about the passing of time | sequence pictures to show time order (e.g. baby, toddler, child)<br><br>simple words to talk about the passing of time | put up to three objects, people or events in chronological order<br><br>begin to recognise the differences between ways of life in past and present | sequence a set of events in chronological order and give reasons<br><br>identify differences between ways of life in the past and present | use a timeline within a specific time period (events, people and objects)<br><br>begin to understand that the past can be divided into different periods of time | place periods of History on a timeline in order<br><br>explain how the past can be divided into different periods of time | create a timeline including periods (studied) within History<br><br>pick out similarities and differences between different periods of time | place current study on timeline in relation to other studies<br><br>explain the similarities and differences between different periods of time |

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|                                    |   |   |  |   |   |  | know some significant dates   | increase knowledge of significant dates   |
| <b>Knowledge and Understanding</b> | begin to make sense of their own life-story and family's history    | listen to and recall historical stories<br><br>talk about past and events in their own lives and in the lives of family members | use stories to talk about things that have happened in the past<br><br>recognise how the achievements of famous people have influenced our lives | recount the main events from a significant event in history<br><br>recognise why people did things, why events happened and what happened as a result   | identify what life was like in the past – how people lived (during the history studied)<br><br>identify what events happened and understand what happened as a result | identify key features and events (during history studied) and offer reasonable explanations for some events<br><br>begin to give reasons for the main events and changes for the periods studied | examine causes and results of great events and the influence these have had on life today<br><br>give reasons for the main events and changes for the periods studied   | use knowledge to describe the individual and special features of past societies and times<br><br>give reasons why changes have occurred using historical knowledge and evidence   |
| <b>Historical Interpretation</b>   | begin to understand why key events are celebrated e.g. November 5th | understand why key events are celebrated e.g. Remembrance Day   | begin to identify and recount some details from the past from sources (e.g. pictures, stories)   | look at different sources (e.g. eye witness accounts, photos, artefacts, buildings and visits)<br><br>understand why some people in the past did things | looks at 2 versions of same event and identifies differences in the accounts  | gives reasons why there may be different accounts of history   | look at different versions of the same event and identify differences in the accounts<br><br>give clear reasons why there may be different accounts of history<br><br>know that people (now and in the past) can represent events or ideas in ways that persuade others | understand that the past has been represented in different ways<br><br>suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways<br><br>know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history |

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| <p><b>Historical Enquiry</b></p> | <p>begin to question why things happen</p> <p>begin to understand why and how questions</p> | <p>make suggestions for answers to why, what, when...</p> | <p>find answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> | <p>look carefully at pictures or objects to find information about the past</p> <p>ask and answer questions such as: 'What was it like...? What happened...? How long ago...?'</p> <p>estimate the ages of people by studying their features</p> | <p>use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>ask questions such as: 'How did people...? What did people...?'</p> <p>suggest sources of evidence to use to help answer questions</p> | <p>understand the difference between primary and secondary sources of evidence</p> <p>use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>ask questions such as: 'What was it like for...?'</p> <p>suggest sources of evidence from a selection provided to use to help answer questions</p> | <p>use eye witness accounts, documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>ask a range of questions about the past</p> <p>choose reliable sources of evidence to answer questions</p> <p>realise that there is often not a single answer to historical questions</p> | <p>identify and use different sources of information and artefacts</p> <p>evaluate the usefulness and accurateness of different sources of evidence</p> <p>select the most appropriate source of evidence for particular tasks</p> <p>form own opinion about historical events from a range of sources</p> |
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| Organisation and Communication | begin to understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night | begin to show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing and speaking) | can more confidently show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing and speaking) | describe objects, people and events<br><br>writes own date of birth<br><br>writes simple stories and recounts about the past | present findings about past using speaking, writing, ICT and drawing skills<br><br>use dates and terms with increasing accuracy<br><br>discuss different ways of presenting information for different purposes | present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills<br><br>use dates and terms correctly<br><br>discuss most appropriate way to present information, realising that it is for an audience | present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills<br><br>use dates and terms accurately<br><br>chooses most appropriate way to present information to an audience | present information in an organised and clearly structured way<br><br>make use of different ways of presenting information<br><br>present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram)<br><br>make accurate use of specific dates and terms |
|                                | begin to show understanding of the past through role play  |  |  | draws labelled diagrams and writes about them to tell others about people, events and objects from the past                  |  |   |  |  |

| Impact (End points)              |  |  |   |   |   |  |   |  |
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|                                  | Nursery  | Reception  | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
| <b>By end of the Summer Term</b> | <p>Children in Nursery will be able to:</p> <p>&gt; begin to make sense of their own life-story and family's history</p> | <p>Children in Reception will be able to:</p> <p>&gt; comment on images of familiar situations in the past/ compare and contrast characters from stories, including figures from the past</p> <p>E.L.Gs.</p> <p>&gt; talk about the lives of people around them and their roles in society</p> <p>&gt; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>&gt; understand the past through settings, characters and events encountered in books read in class and storytelling</p> | <p>Children in Year 1 will be able to:</p> <p>&gt; use appropriate terminology such as past, then and now, yesterday, last week, when I was younger/ organise simple pictures with their own experience/ identify the beginning and end of a set of events</p> <p>&gt; understand that the historical period happened in the past/ know and can name the actions of certain people in the past</p> <p>&gt; describe details from a picture/ write simple sentences about a period in time or significant individual/ recall significant events from my own past</p> | <p>Children in Year 2 will be able to:</p> <p>&gt; identify some similarities and differences between different times/ recognise that dates are used to identify events in the past/ identify changes in my own life over time/ use a timeline to place important events</p> <p>&gt; begin to give simple reasons why changes occurred in the past/ draw simple conclusions about the past from pictures and information</p> <p>&gt; begin to understand that information from various sources on the past may differ/ explain, using simple phrases, why an event occurred</p> | <p>Children in Year 3 will be able to:</p> <p>&gt; identify some of the similarities and differences between the periods/ understand that a timeline can be divided into C.E. (Common Era) and B.C.E. (Before Common Era)</p> <p>&gt; identify some of the main events and people from the past/ use evidence to describe leisure activities from the past/ use evidence to describe the lifestyle of people in the past</p> <p>&gt; identify some of the different ways in which the past is represented/ communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, role-play and using ICT</p> | <p>Children in Year 4 will be able to:</p> <p>&gt; describe and compare different periods from the past/ be aware of how people's lives have shaped this nation/ describe the main changes in a period of history</p> <p>&gt; make connections between local, regional, national and international history e.g. first nation peoples, Anglo-Saxons/ give some of the main events that led to changes in history</p> <p>&gt; aware that there are many different sources of information about the same event or period of history</p> <p>&gt; communicate ideas about the past using different genres of writing, drawing, diagrams, data</p> | <p>Children in Year 5 will be able to:</p> <p>&gt; describe significant features from time periods and know how Britain has influenced and been influenced by the wider world/ describe, compare and contrast different periods from the past/ place historical events or change on a timeline</p> <p>&gt; understand that some sources of information are more reliable than others/ outline various reasons for why an event occurred/ describe how events in the past have influenced life today</p> <p>&gt; begin to make use of dates and specialist terms to structure their work/ identify sources that are useful to a task</p> | <p>Children in Year 6 will be able to:</p> <p>&gt; make appropriate use of dates and specialist terms/ identify significant events and dates on a timeline/ understand how some historical events occurred concurrently in different locations/ identify and describe similarities between within and between periods of history</p> <p>&gt; draw on their depth of factual knowledge and understanding of Britain and the wider world/ choose the most reliable sources of information/ identify significant events and catalysts for change in Britain and the wider world/ describe the</p> |

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|  |  |  | <p>&gt; understand that events and actions can have consequences</p> <p>&gt; find simple answers to questions using stories and other sources</p> | <p>&gt; understand that an event can have various effects</p> <p>&gt; understand that information about history can come from a variety of sources/ handle and pose questions about an artefact</p> | <p>&gt; give reasons for and the results of main events using simple concepts such as cause and effect</p> <p>&gt; use a variety of documents, printed sources, artefacts, the internet, databases, pictures etc. as evidence about the past</p> | <p>handling, drama, role-play and using ICT. e.g. Anglo-Saxon weapons 'online museum', handling artefacts, descriptive writing of being an Anglo-Saxon warrior</p> <p>&gt; understand some abstract historical terms</p> <p>&gt; ask increasingly valid questions about the past from a range of sources and artefacts</p> | <p>&gt; ask questions about the past</p> <p>&gt; understand the difference between primary and secondary sources of information/ research a unit from the past with increasing confidence</p> | <p>impact, positive and negative, and influence of significant historical figures, events and periods</p> <p>&gt; use sources to form historically valid questions and construct informed responses</p> <p>&gt; use historical concepts to create their own structured accounts, including written narratives and analysis</p> <p>&gt; investigate their own lines of enquiry by posing a question and pulling together a variety of sources to create a fluent account of a past event/ sort sources into primary and secondary</p> |
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