



## History Progression Map

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Historical Period</b>	<p><b>My family My past</b></p>	<p><b>Within Living Memory:</b> Toys past and present, Houses past and present, The Seaside past and present.</p> <p><b>Beyond Living Memory:</b> The Great Fire of London, Victorian homes.</p> <p><b>Key Figures in History:</b> including a famous person from the local area, nationally and from outside the UK.</p>		<p><b>British History- Stone Age to 1066:</b> The Stone Age, The Romans</p> <p><b>World History- Ancients beyond 3,000 years ago:</b> Ancient Egypt</p> <p><b>World History 700-480 BC:</b> Ancient Greece</p>		<p><b>World History- Non- European Society:</b> The Mayans</p> <p><b>British History- Romans to 1066:</b> Settlement by Anglo Saxons</p> <p><b>British History- Beyond 1066:</b> World War 2</p> <p><b>Local History Study:</b> The Mayflower Pilgrims (Henry VII – Founding of Plymouth colony in America)</p>	
Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological knowledge</b>	<p><b>Three and four year olds:</b> Begin to make sense of their own life story and family's history.</p> <p><b>Reception:</b> Know that familiar events occur in a particular order.</p> <p>Know and understand past and present events in their own and family members' lives.</p>	<p>Know that a simple timeline is used to show where events occurred and when particular people were alive.</p> <p>Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.</p>	<p>Know that one working timeline is used to show where all events and people studied have occurred and lived.</p> <p>Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past.</p>	<p>Know how to place events on a timeline using BC.</p> <p>Know that there is a definitive, chronological order for the periods studied.</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives.</p>	<p>Can use BC and AD to place events on a timeline.</p> <p>Know that the characteristics of the particular periods studied will determine their chronological place in history.</p> <p>Know that change is shown by the similarities and differences between specific periods in time.</p>	<p>Understands the chronology in different times and can place events in order correctly on a timeline using BC/AD and CE/BCE.</p> <p>Know that the chronological position of periods studied sometimes overlap or occur concurrently.</p> <p>Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.</p>	<p>Confidently place events in chronological order and know the time in which an event or era took place.</p> <p>Know that the chronology of significant events in periods of history subsequently shaped different societies.</p> <p>Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p>

<b>Range and Depth of Historical Knowledge</b>	<p>Know that people are important in their lives.</p> <p>Know the difference between past and present.</p>	<p>Know that people and objects existed, and events occurred before living memory.</p>	<p>Know that some events and people in the past are seen as significant because they result in change.</p>	<p>Know that there are reasons for and results of people's actions in the past.</p>	<p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.</p>	<p>Know that great events had an impact on people's lives and they have shaped society over time.</p>	<p>Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.</p>
<b>Historical interpretation</b>	<p>Know that there are ways to find out about their past.</p>	<p>Know some reasons why people acted differently in the past.</p>	<p>Know that there are sources of information to find out about the past.</p>	<p>Know that there are different accounts of history.</p> <p>Know that evidence is facts and/or information which can be proved</p>	<p>Know that there are different interpretations of historical accounts.</p> <p>Know that sources of evidence can be linked.</p>	<p>Know that a piece of evidence may be biased.</p> <p>Know that evidence can be justified based on usefulness and reliability.</p>	<p>Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Know that there are reasons why there are different accounts of history.</p> <p>Know that evidence is evaluated to determine which is the most reliable source.</p>
<b>Historical Enquiry</b> 	<p>Know about the past and present primarily through their own experiences and storytelling.</p>	<p>Know some specific sources that support learning about the past.</p>	<p>Know that key sources are used to effectively learn about the past.</p>	<p>Know that a wide range of sources (Primary and Secondary) are used to effectively learn about the past.</p>	<p>Know that primary and secondary sources vary in reliability.</p>	<p>Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time.</p>	<p>Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.</p>
<b>Key Vocabulary</b> 	<p>Ago, family tree, new, old, past, same different</p>	<p>Today, now, hours, tomorrow, yesterday, then after, before, weeks, the present, year, decade, century, the past, long ago, the future, day, week, month, long ago, ancient, modern, date order, investigate, timeline, explain</p>	<p>Timeline, Chronological order, sequence, recent History, earlier, later, decades, centuries, source, question, newspapers, websites, Internet, research, artefact, similar, different</p>	<p>BC and AD, Timeline, Period Thousands of years, Primary and secondary source, opinion, theme, similarities and differences, evidence, archaeologist, excavation</p>	<p>Consolidation of BC and AD, Time difference, era, change, compare, reliable, continuity, primary and secondary source, first hand and second hand evidence,</p>	<p>Consolidation of timeline to include Common Era CE Before the Common Era BCE, reliability, Cause, consequence, similarity, democracy, impact, bias</p>	<p>Consolidation of timeline to include Common Era CE Before the Common Era BCE, Difference and significance, bias and propaganda, interpretation, evaluate</p>

<p><b>Substantive Knowledge</b></p>	<p style="text-align: center;"><b><u>EYFS</u></b></p> <p>Ask how and why questions.          Take an interest in past and present.          Takes an interest and comments through but not restricted to family, seaside, transport, dinosaurs.          Understands the generational relationship in a basic family tree.</p>	<p style="text-align: center;"><b><u>EYFS and KEY STAGE 1 Cycle A</u></b></p> <p><b><u>BEYOND LIVING MEMORY</u></b>          Know about an event or events that happened long ago, even before their grandparents were born – <b>Great Fire of London</b>          Know what we use today instead of a number of older given artefacts.          Know that children's lives today are different to those of children a long time ago.</p>	<p style="text-align: center;"><b><u>Y3/4 Cycle A</u></b></p> <p><b><u>ANCIENT GREECE</u></b>          Know about Greek life and achievements and their influence on the western world to include: four main periods of the Greek Empire, leaders such as Alexander the Great, buildings and democracy. What can we learn about the Ancient Greeks by studying the Olympics?</p>	<p style="text-align: center;"><b><u>Y5/6 Cycle A</u></b></p> <p><b><u>WORLD WAR 2 1939-1945</u></b>          Know about how WW2 began.          Know what the Holocaust was and how Jewish people were treated.          Know about The Battle of Britain.          Know that children were evacuated.          Know who Winston Churchill was and his significance in the war effort.          Know how roles of men and women changed during the war.</p> <p><b><u>THE MAYFLOWER PILGRIMS</u></b>          Know about a period of History that has strong connections to their locality and understand the issues associated with the period:          Know that the Mayflower sailed to America in 1620          Know who the pilgrims were and why they left England          Know how King Henry VIII's decision to break away from Catholicism influenced the 'Separatists'          Know about the hardships of the journey          Know who William Bradford and William Brewster were and why they were significant important.          Know about the significance of some local places including Gainsborough Old Hall</p>
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### EYFS and KEY STAGE 1 Cycle B

#### WITHIN LIVING MEMORY

Know their own life story and their family history.

Know that **toys** their grandparents played with were different to their own.

Be able to organise a number of artefacts by age.

Know what a number of older objects were used for.

Know the main differences between their **school** days and that of their grandparents.

Know what certain objects from the past were used for.

#### KEY FIGURES IN HISTORY

Name a famous person from the past and explain why they are famous –

**Florence Nightingale**. Know about a famous person from outside the UK and explain why they are famous.

Be able to compare and contrast characters from stories including figures from the past.

### Y3/4 Cycle B

#### THE STONE AGE TO THE IRON AGE

Know how Britain changed between the beginning of the Stone Age and the Iron Age.

Know the main differences between the Stone, Bronze and Iron Ages. Know what is meant by hunter-gatherers.

#### THE ROMANS

Know how Britain changed from the Iron Age to the end of the Roman occupation.

Know how the Roman occupation of Britain helped to advance British society.

Know how there was resistance to the Roman occupation and know about Boudica.

Know about at least one famous Roman emperor.

#### ANCIENT EGYPT

Depth study of Ancient Egypt: know about Egyptologists, pharaohs and pyramids, tombs, mythology, daily life, the importance of the Nile.

### Y5/6 Cycle B

#### MAYAN CIVILISATION c. AD 900

Know about the impact that the Mayans had on the world.

Know why they were considered an advanced society in relation to that period of time in Europe: how they lived, their culture and legacy. Compare their lives to our own.

#### ANGLO-SAXONS AND THE VIKINGS

Know how Britain changed between the end of the Roman occupation and 1066.

Know about how the Anglo-Saxons attempted to bring about law and order into the country.

Know that during the Anglo-Saxon period, Britain was divided into many kingdoms. Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.

Know where the Vikings originated from and show this on a map.

Know that the Vikings and Anglo-Saxons were often in conflict.

Know why the Vikings frequently won battles with the Anglo-Saxons.

<p><b>Impact of History (End points)</b></p>	<p>A Reception child working at the expected standard can talk about the lives of people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>A Year 1 child working at the expected standard understands that the world has changed through time and compare their now to the lives of people in the past. They should know the similarities and differences between the past and now. They should recognise why things have changed and be able to look at a source of information.</p>	<p>A Year 2 child working at the expected standard understands that past events can be placed in order on a timeline. They understand that life was very different in the past to how it is now. They use sources of information to help them understand how it was different.</p>	<p>A Year 3 child working at the expected standard can understand the concept of before and after Christ and can place events that happened BC on a timeline. They can use artefacts to help them discover facts about the past and compare their lives with different eras. They know that different sources are used to learn about the past.</p>	<p>A Year 4 child working at the expected standard has a solid understanding of chronology in different times. They understand how this nation has been influenced by others from the past. They can explain how people lived during certain times in the past and why things changed. They can identify primary and secondary sources and say which are more reliable.</p>	<p>A Year 5 child working at the expected standard has a solid understanding of chronology in different times and can place in order correctly on a timeline. They understand how people lived during different periods of history and can compare it to their own using evidence from different sources to compare and evaluate. They can describe the impact that events in history have had on life today and decide which sources are more accurate or reliable.</p>	<p>A Year 6 child working at the expected standard can confidently place events in chronological order, recognising the time in which an event or era took place, compared to the time they are currently in. They understand different aspects of people's lives (such as jobs, rights, lifestyle, access to technology) during different periods of history and can compare it to their own life and time. They can confidently recall and describe the impact that events in history have had on life today. They can identify and evaluate sources of evidence considering interpretation of sources.</p>
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