



History: Whole-School Curriculum Progression Map



EYFS (30 - 50mths to ELGs)	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the World (People and Communities)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World)</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Children can:</p> <ul style="list-style-type: none"> Use words such as <i>old new, a long time ago, before and after</i> to describe the past Put people and events in chronological order using pictures or artefacts Identify differences between ways of life in different periods Use stories as a source for talking about and asking questions about the past 	<p>Children can:</p> <ul style="list-style-type: none"> Understand some of the ways we learn about the past and ways in which it is represented Explain how the local area was different in the past Ask and answer questions to show understanding of key features of events 	<p>Children can:</p> <ul style="list-style-type: none"> Ask and respond to questions about a person or event from the past using different sources Begin to use more than one source to form a conclusion Be able to talk about and describe historical events using appropriate vocabulary 	<p>Children can:</p> <ul style="list-style-type: none"> Devise historically valid questions about change, cause, similarity, difference and significance of a person, event or time in history Give reasons to support a point of view about an historical event and make comparisons between them Explain how past events have shaped our lives, including evidence from a range of sources 	<p>Children can:</p> <ul style="list-style-type: none"> Make comparisons between past and present, explaining why things have changed or stayed the same Construct informed responses that involve careful selection and organisation of historical information Explain how historical sources help us to understand more about lives in the present and the past Create a balanced viewpoint on interpretations of the past 	<p>Children can:</p> <ul style="list-style-type: none"> Suggest why there may be different interpretations of events Can suggest why some events/people/changes might have impacted more significantly than others Can pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions
<p>Exceeding</p> <p>Recognise differences between past and present in their own lives and give reasons why people's lives were different in the past</p> <p>Ask questions about past events or lives of people in their family</p>	<p>Greater Depth</p> <ul style="list-style-type: none"> Ask a range of questions using a range of historical sources provided State reasons why an event occurred in the past and its impact on their lives 	<p>Greater Depth</p> <ul style="list-style-type: none"> Explain and ask relevant questions using a range of historical sources provided Can they present a viewpoint and give reasons why an event occurred 	<p>Greater Depth</p> <ul style="list-style-type: none"> Reflect on and explain how events have shaped their lives today. Form reasoned arguments for why events from the past can be interpreted in different ways 	<p>Greater Depth</p> <ul style="list-style-type: none"> Give reasons for trends and changes by analysing different evidence sources Explain why events can be viewed from different perspectives and sources may contradict or agree with each other 	<p>Greater Depth</p> <ul style="list-style-type: none"> Can make comparisons between the past and present and justify and explain reasons Adapt ideas and viewpoints as further sources/new information arises 	<p>Greater Depth</p> <ul style="list-style-type: none"> Can create their own hypothesis about the past, formulating their own theories about reasons for change Can think critically, compare and analyse events from the past
<p>Bonfire Night</p> <p>Remembrance</p> <p>All About Me (personal histories)</p>	<p>Events beyond living memory</p> <p>Significant individuals to compare aspects of life in different periods</p>	<p>Great Fire of London (to do 2020-2021)</p> <p>Changes within living memory - Thame Market (T4)</p> <p>Significant historical people in their own locality – Flight (T3)</p>	<p>Stone Age (including changes in Britain from Stone Age to Iron Age)</p> <p>History of the Circus</p> <p>Romans</p>	<p>Achievements of early civilisation – Ancient Egypt</p> <p>Viking raids and invasion</p>	<p>World War 2 (T1&2)</p> <p><i>Local history, Battle of Britain, Compare to now</i></p> <p>The Mayans (T6)</p> <p><i>Daily life, religion – comparison to now (link to Y4)</i></p>	<p>World War I</p> <p>Links to local history and changes in Thame</p> <p>John Hampden and Civil War – study of local history</p> <p>Apartheid – social history (links to PSHE)</p>

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