



## Greenfield Primary School Progression Map – History

### Subject Content (National Curriculum)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods (Christopher Columbus and Neil Armstrong)</p> <p>Describe events beyond living memory that are significant nationally or globally.</p>	<p>Describe changes in Britain from the Stone Age to the Iron Age</p> <p>Describe the achievements of the earliest civilisations – an overview of where/when they appeared and a depth study of one.</p>	<p>Describe the Roman Empire and its impact on Britain.</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world.</p>	<p>Describe a study or an aspect of theme in British history that extends his/her chronological knowledge beyond 1066.</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Describe Britain's settlement by the Anglo-Saxons and Scots.</p>	<p>Describe a study or an aspect of theme in British history that extends his/her chronological knowledge beyond 1066.</p> <p>Describe a non-European study that provides contrasts with British history.</p>

### Knowledge and Understanding of Events, People and Changes in the Past

Early Years and Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p><i>Early Learning Goals</i></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<p><i>Additional Objectives</i></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Identify and recount the main events of a time in history.</li> </ul>	<p><i>National Curriculum</i></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives with and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop</li> </ul>	<p><i>National Curriculum</i></p> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives</li> </ul>

		<p>the appropriate use of historical terms.</p> <p><i>Additional Objectives</i></p> <ul style="list-style-type: none"> <li>• Offer explanations for some important historical events.</li> <li>• Use information to describe differences between periods of time.</li> <li>• Identify key features and events of time studied.</li> </ul>	<p>within and across the periods they study, using appropriate historical terms such as culture, religious, social, economic and political.</p> <ul style="list-style-type: none"> <li>• Describe a local history study.</li> </ul> <p><i>Additional Objectives</i></p> <ul style="list-style-type: none"> <li>• Give their own reasons why some events occurred and use evidence to support their arguments.</li> </ul>
--	--	---	--

### Chronological Understanding

Early Years and Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p><i>Development Matters (3 and 4 year olds)</i></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history.</li> </ul> <p><i>Development Matters (Reception)</i></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul>	<p><i>National Curriculum</i></p> <ul style="list-style-type: none"> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> </ul> <p><i>Additional Objectives</i></p> <ul style="list-style-type: none"> <li>• Understand the difference between past and present.</li> <li>• Sequence events and artefacts.</li> <li>• Place known events and objects in chronological order.</li> </ul>	<p><i>Additional Objectives</i></p> <ul style="list-style-type: none"> <li>• Sequence events, people and artefacts on a timeline.</li> <li>• Show a chronological awareness of periods of time studied.</li> <li>• Understand BCE and ACE.</li> <li>• Use appropriate historical vocabulary related to the passing of time such as decade, after, before, during.</li> </ul>	<p><i>Additional Objectives</i></p> <ul style="list-style-type: none"> <li>• Place the current study on a timeline in relation to other periods in history, understanding that some events/periods occurred concurrently in different locations.</li> <li>• Use timelines to order an increasing number of dates, using BCE and ACE accurately.</li> <li>• Understand and use more complex historical terms, including abstract terms such as political, reliability, social, democracy.</li> </ul>

### Historical Enquiry

Early Years and Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<i>Early Learning Goals</i>	<i>National Curriculum</i>	<i>National Curriculum</i>	<i>National Curriculum</i>

<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer relevant questions about the past, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</li> </ul> <p><i>Additional Objectives</i></p> <ul style="list-style-type: none"> <li>• Sort artefacts into 'then' and 'now'.</li> <li>• Describe some simple artefacts and use these to observe differences between periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Address and sometimes devise historically valid questions about which things changed between periods.</li> <li>• Begin to address and sometimes devise historically valid questions about the causes of key events.</li> <li>• Address and sometimes devise historically valid questions about how life was similar or different in different periods of time.</li> <li>• Understand why periods of time or events are significant.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources, and use these sources to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Address and devise historically valid questions about changes within different periods and their reasons and consequences.</li> <li>• Address and devise historically valid questions about short and long-term causes of events, understanding that some causes may be more significant than others.</li> <li>• Address and devise historically valid questions about why things were similar or different in different places in history.</li> <li>• Identify historically significant people and events and consider how what is significant changes in different time periods.</li> <li>• Construct informed responses about an aspect/key event in the past by selecting and organising relevant historical information.</li> <li>• Understand how our knowledge of the past is made up of both primary and secondary sources.</li> </ul> <p><i>Additional Objectives</i></p> <ul style="list-style-type: none"> <li>• Choose the most reliable sources of evidence to answer historical questions.</li> <li>• Compare the sources of information available for the study of different times in the past.</li> </ul>
--	--	---	--



<p>Yesterday Today Tomorrow First Next After Past Present Before Then Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Autumn, Winter, Spring, Summer</p>	<p>Old Young Then Now Next Present The past Modern New History Artefact</p> <p><b>Tier 3</b> Samuel Pepys Pudding Lane Emergency Bakery Fire Firebreak</p>	<p>Then Now Past Present Significant Source Evidence Artefact History Timeline</p> <p><b>Tier 3</b> Achievement Famous Chronological Explorer Voyage Collision</p>	<p>BCE ACE Cause Artefact Chronological Archaeologist Settlement Ancient Trade Decade After Before Earlier Later Decade After Before During Earlier Later Primary source Secondary source Timeline Evidence</p> <p><b>Tier 3</b> Stone Age, Bronze Age, Iron Age Skara Brae Hunter-gatherer Stonehenge Hieroglyphics River Nile Pharaoh Pyramid</p>	<p>BCE ACE Cause Settlement Trade Decade After Before Earlier Later Primary source Secondary source Evidence Timeline Democracy Invasion Conquer Period of time</p> <p><b>Tier 3</b> Trojan War Olympics Gods and goddesses Temple Parthenon Emperor Julius Caesar Romanisation</p>	<p>BCE ACE Consequence Chronological Reliable Usefulness Source Primary source Secondary source Significant Evidence Settlement Claim Democracy Monarch Reign Timeline</p> <p><b>Tier 3</b> Viking Anglo-Saxon Raid Longship Pillage Kingdom Heir Pope War of the Roses Tudor Battle of Bosworth Tudor rose</p>	<p>BCE ACE Consequence Chronological Reliable Usefulness Source Primary source Secondary source Significant Evidence Democracy Monarch Reign Timeline Periods of time Concurrently Civilisation</p> <p><b>Tier 3</b> Mayan Central America Cacao bean Maize Chichen Itza Glyphs Ritual Workhouse Victorian Poverty Malnutrition Industrial Revolution</p>
---	--	--	---	---	---	---