



History Curriculum Progression Map

The overarching aim for History at SJF is to enable our children to become Historians by developing an excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past - to think critically about history and communicate ideas confidently to a range of audiences - to support, evaluate and challenge their own and others' views using historical evidence from a range of sources- to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry- to develop a respect for historical evidence and the ability to make critical use of it to support their learning and to develop a sense of curiosity about the past and how and why people interpret the past in different ways.

Our curriculum enables our children to

Be independent and confident lifelong learners - **Acquire** the knowledge, skills and attitudes for them to thrive - **Build** resilience and become creative, critical thinkers - **Make** a positive contribution to both the school and the wider community - **Experience** enrichment opportunities that support learning where curiosity knows no boundaries

| | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|------------------------------------|---|---|--|---|---|--|--|
| HISTORY | | | | | | | |
| Chronological Understanding | Can I talk about past and present events in my own life and in the lives of family members? | Can I put up to three objects in chronological order (recent history)? Can I use words and phrases like: old, new and a long time ago? Can I tell others about things that happened when they were little? Can I recognise that a story that is read to them may have happened a long time ago? Can I understand that some objects belonged to the past? Can I retell a familiar story set in the past? Can I explain how they have changed since they were born? | Can I use words and phrases like: before I was born, when I was younger? Can I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning? Can I use the words past and present correctly? Can I use a range of appropriate words and phrases to describe the past? Can I sequence a set of events in chronological order and give reasons for their order? | Can I describe events and periods using the words: BC, AD and decade? Can I describe events from the past using dates when things happened? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened? | Can I describe events from the past using dates when things happened? Can I describe events and periods using the words: ancient and century? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I use my mathematical knowledge to work out how long ago events would have happened? Can I use their mathematical skills to round up time differences into centuries and decades? | Can I plot recent history on a timeline using centuries? Can I place periods of history on a timeline showing periods of time? Can I use my mathematical skills to work exact time scales and differences as need be? Can I use dates and historical language in my work? Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries? | Can I use dates and historical language in my work? Can I draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? |

| | | | | | | | |
|-------------------------------------|--|--|---|--|--|---|---|
| | | | | | Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? | | |
| Knowledge and Interpretation | Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) | Can I begin to identify the main differences between old and new objects? Can I identify objects from the past, such as old toys? Can I give examples of things that are different in my life from that of my grandparents when they were young? Can I recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Can I understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can I explain what is meant by a parliament? | Can I appreciate that some famous people have helped our lives be better today? Can I explain how my local area was different in the past? Can I recount some interesting facts from an historical event, such as where the fire of London started? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I explain why someone in the past acted in the way they did? | Can I appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can I begin to picture what life would have been like for the early settlers? Can I suggest why certain events happened as they did in history? | Can I begin to picture what life would have been like for the early settlers? Can I recognise that Britain has been invaded by several different groups over time? Can I realise that invaders in the past would have fought fiercely, using hand to hand combat? Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? | Can I explain how events from the past have helped shape our lives? Can I appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? Can I explain how people who lived in the past cooked and travelled differently and used different weapons from ours? Can I recognise that the lives of wealthy people were very different from those of poor people? Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can I begin to appreciate that how we make decisions has been through a Parliament for some time? | Can I describe historical events from the different period/s they are studying/have studied? Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can I explain the role that Britain has had in spreading Christian values across the world? Can I begin to appreciate that how we make decisions has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I gain a good understanding as to how crime and punishment has changes over the years? |

Historical Enquiry

| | | | | | | |
|---|--|--|---|--|--|--|
| <p>Can I look closely at similarities, differences, patterns and change? (The World 40-60m)</p> <p>Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG)</p> | <p>Can I ask and answer questions about old and new objects?</p> <p>Can I spot old and new things in a picture?</p> <p>Can I answer questions using an artefact/ photograph provided?</p> <p>Can I give a plausible explanation about what an object was used for in the past?</p> <p>Can I answer questions using a range of artefacts/ photographs provided?</p> <p>Can I find out more about a famous person from the past and carry out some research on him or her?</p> <p>Can I find out something about the past by talking to an older person?</p> | <p>Can I answer questions by using a specific source, such as an information book?</p> <p>Can I research the life of a famous Briton from the past using different resources to help them?</p> <p>Can I research about a famous event that happens in Britain and why it has been happening for some time?</p> <p>Can I research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p> | <p>Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Can I use various sources of evidence to answer questions?</p> <p>Can they research a specific event from the past to then write about this?</p> | <p>Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Can I use various sources to piece together information about a period in history?</p> <p>Can I use my 'information finding' skills in writing to help them write about historical information?</p> <p>Can I, through research, identify similarities and differences between given periods in history?</p> <p>Can I research two versions of an event and say how they differ?</p> <p>Can I research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p> | <p>Can I research more than one version of an event and say how they differ?</p> <p>Can I research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p> <p>Can I give more than one reason to support an historical argument?</p> <p>Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?</p> | <p>Can I test out a hypothesis in order to answer a question?</p> <p>Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can I give more than one reason to support an historical argument?</p> <p>Can I identify and explain my understanding of propaganda?</p> |
|---|--|--|---|--|--|--|

**END OF KEY
STAGE
EXPECTATIONS**

Key Stage 1 (year 1 and 2):

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 (years 3-6):

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.