

History Curriculum – Mapping Progression

| Key Stage 1 | | Key Stage 2 |
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| <i>In planning to ensure progression through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</i> | | <i>In planning to ensure progression through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i> |
| Years 1 & 2 | | Years 3-6 |
| <p>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]</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>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</p> <p>Significant historical events, people and places in their own locality</p> | | <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A local history study – (Impact of both World Wars on local area & King Alfred's links to Wallingford)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Entertainment)</p> <p>The Roman Empire and its impact on Britain</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> |
| All topics (see skills progression grid) | <p>KS1. Pupils should (note KS2 expectations for Y3):</p> <ol style="list-style-type: none"> 1. Develop an awareness of the past, using common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Know where the people and events they study fit within a chronological framework 2. Identify similarities and differences between ways of life in different periods 3. Ask and answer questions 4. Choose and use parts of stories and other sources to show that they know and understand key features of events 5. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. | <p>KS2. Pupils should:</p> <ol style="list-style-type: none"> 1. 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. Develop the appropriate use of historical terms 2. Note connections, contrasts and trends over time 3. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 4. Construct informed responses that involve thoughtful selection and organisation of relevant historical information 5. Understand how our knowledge of the past is constructed from a range of sources. |

| | Skills progression | | | | |
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| | KS1. Pupils should: 1. Develop an awareness of the past, using common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Know where the people and events they study fit within a chronological framework 2. Identify similarities and differences between ways of life in different periods 3. Ask and answer questions 4. Choose and use parts of stories and other sources to show that they know and understand key features of events 5. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. | | KS2. Pupils should: 1. 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. Develop the appropriate use of historical terms 2. Note connections, contrasts and trends over time 3. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 4. Construct informed responses that involve thoughtful selection and organisation of relevant historical information 5. Understand how our knowledge of the past is constructed from a range of sources. | | |
| Expectations for | Year 1 | Year 2/(3) | Year (3)/4 | Years 5 / 6 | At greater depth for Year 6 |
| 1: Awareness of the past / chronological understanding Vocabulary | Understand the difference between things that happened in the past and the present. Sort events or objects into groups (then and now.) Know about things that happened to themselves / other people in the past. Understand how to put a few events or objects in order of when they happened. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents/carers were young. | Understand and use the words past and present when telling others about an event. Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. Recount changes in their own lives over time. Understand how to put people, events and objects in order of when they happened using a simple scale | Use a time line to place events they have found out about. Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (Before common era) & CE (Common Era). Name the date of any significant event from the past that they have studied and place it in approximately the right place on a time line. Use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. | Use a time line to place events they have found out about both in this country and abroad. Describe the main changes in a period of history Name the date of any significant event from the past that they have studied and place it in the right place on a time line. Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. | As for years 5/6 + Confidently use a time line to place events, periods and cultural movements they have found out about from all around the world. Confidently use a time line to demonstrate changes and developments in culture, technology, religion and society. Use key periods they have learned about as reference points when making time lines / describing the past |
| 2: Developing understanding of events, people and changes | Find out some facts about events that happened long ago. Find out some facts about people long ago. (Before living memory.) Describe why people may have acted as they did | Use information they have found out about the past to describe the differences between then and now. Recount the main events from a significant event in history (giving some interesting details.) Look at evidence to give and explain reasons why people in the past may have acted in the way they did. | Use evidence to describe different aspects of the past / how any of the above may have changed during a time period Give reasons why changes may have occurred. Show on a time line, the changes that they have identified. Describe some similarities and differences between people, events and artefacts they have studied. Describe how some of the things they have studied from the past affect life | With help, choose evidence to describe different aspects of the past / how any of the above may have changed during a time period Give their own reasons why changes may have occurred, backed up by evidence they have researched. Show on a time line, the changes that they have identified. Describe similarities and differences between some people, events and artefacts they have studied. Describe how some of the things they have | Choose evidence to describe different aspects of the past / how any of the above may have changed during a time period Give their own reasons why changes may have occurred, backed up by evidence they have researched. Show on a time line, the changes that they have identified. Describe similarities and differences between some people, events and artefacts they have studied. Describe how some of the things they have studied from the past affect life today. Make links between some of the features of past |

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| | | | today. | studied from the past affect life today. | societies. (e.g. houses, society, leisure, technology.) |
| 3: Historical enquiry | Look at pictures and ask, "Which things are old and which are new?" Answer questions about events, using 'before' and 'after' to describe when something happened | Ask, "What was it like for people in the past?" and use information to help answer the question. Ask, "What happened in the past?" and use information to help answer the question. Ask, "How long ago did an event happen?" and try to work it out. (Using language such as a little while ago, a very long time ago etc.) | Ask, "What was it like for a... (child, rich person, etc) during... Suggest sources of evidence to help answer questions. | Ask, "What was it like for a... (child, rich person, etc) during... Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. | Ask, "What was it like for a... (child, rich person, etc) during... Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. |
| 4: Communication | Use time lines to order events or objects. Tell stories about the past (sometimes using role-play.) Write in sentences things they have found out about the past. Draw pictures and write about them to tell others' about the past. | Describe objects, people or events (From the time of)...(significant person or event) Use time lines to order events or objects; to place an event or a significant person. Tell stories about the past using their story writing skills. Draw labelled diagrams and write about them to tell others about people, objects or events from the past | Present their findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately Discuss the most appropriate way to present information or an audience. | Present findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose the most appropriate way to present information or an audience. | Present findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Use the key vocabulary of the time to convey understanding of the past. Choose the most appropriate way to present information or an audience. |
| 5 Using and understanding sources | Look at books to help find out about the past. Listen to stories about the past. Look at objects from the past and ask, "What were they used for?" and try to answer. Look at pictures from the past and ask, "What were people doing?" | To help find out about the past, look at books, pictures, photographs, artefacts, historic buildings; listen to stories, eye witness accounts; visit a museum, gallery, historical site,; use the internet ... | Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Look at two versions of the same event in history and have identify differences in the accounts. Give reasons why there may be different accounts of history. | Use documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Look at different versions of the same event in history and identify differences in the accounts. Know that people both now and in the past represent events or ideas in a way that persuades others. Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. Give clear reasons why there may be different accounts of history. | Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums, galleries and sites to collect evidence about the past. Evaluate evidence to help choose the most reliable forms. Know that people both in the past and now, including themselves, have a point of view and that this can affect interpretation of the past. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. |

History Curriculum Map – Key Stage 1

| Key Stage 1 | | |
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| <i>In planning to ensure progression through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at KS 2 & 3.</i> | | |
| Year 1 | | Year 2 |
| 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] Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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 (see examples) Significant historical events, people and places in their own locality | | |
| All topics (see skills progression grid below) | KS1. Pupils should: 1. Develop an awareness of the past, using common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Know where the people and events they study fit within a chronological framework 2. Identify similarities and differences between ways of life in different periods 3. Ask and answer questions 4. Choose and use parts of stories and other sources to show that they know and understand key features of events 5. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. | |
| Expectations for | Year 1 | Year 2 |
| 1: Awareness of the past / chronological understanding Vocabulary | Understand the difference between things that happened in the past and the present. Sort events or objects into groups (then and now.) Know about things that happened to themselves / other people in the past. Understand how to put a few events or objects in order of when they happened. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents/carers were young. | Understand and use the words past and present when telling others about an event. Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. Recount changes in their own lives over time. Understand how to put people, events and objects in order of when they happened using a simple scale |
| 2: Developing understanding of events, people and changes | Find out some facts about events that happened long ago. Find out some facts about people long ago. (Before living memory.) Describe why people may have acted as they did | Use information they have found out about the past to describe the differences between then and now. Recount the main events from a significant event in history (giving some interesting details.) Look at evidence to give and explain reasons why people in the past may have acted in the way they did. |
| 3: Historical enquiry | Look at pictures and ask, “Which things are old and which are new?” Answer questions about events, using ‘before’ and ‘after’ to describe when something happened | Ask, “What was it like for people in the past?” and use information to help answer the question. Ask, “What happened in the past?” and use information to help answer the question. Ask, “How long ago did an event happen?” and try to work it out. (Using language such as a little while ago, a very long time ago etc.) |
| 4: Communication | Use time lines to order events or objects. Tell stories about the past (sometimes using role-play.) Write in sentences things they have found out about the past. Draw pictures and write about them to tell others’ about the past. | Describe objects, people or events (From the time of)...(significant person or event) Use time lines to order events or objects; to place an event or a significant person. Tell stories about the past using their story writing skills. Draw labelled diagrams and write about them to tell others about people, objects or events from the past |
| 5 Using and understanding | Look at books to help find out about the past. Listen to stories about the past. Look at objects from the past and ask, “What were they used for?” and try to answer. | To help find out about the past, look at books, pictures, photographs, artefacts, historic buildings; listen to stories, eye witness accounts; visit a museum, gallery, historical site, use the internet ... |

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| sources | Look at pictures from the past and ask, "What were people doing?" | |
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History Curriculum Map – Lower Key Stage 2

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| <i>In planning to ensure progression through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i> | | |
| Year 3 | | Year 4 |
| Changes in Britain from the Stone Age to the Iron Age Ancient Britons – The Celts The Roman Empire and its impact on Britain | | Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations –<u>Ancient Egypt.</u> |
| All topics (see skills progression grid below) | KS2. Pupils should: 1. 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. Develop the appropriate use of historical terms 2. Note connections, contrasts and trends over time 3. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 4. Construct informed responses that involve thoughtful selection and organisation of relevant historical information 5. Understand how our knowledge of the past is constructed from a range of sources. | |
| Expectations for | Year 4 | Greater depth for year 4 |
| 1: Awareness of the past / chronological understanding Vocabulary | Use a time line to place events they have found out about. Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (Before common era) & CE (Common Era). Name the date of any significant event from the past that they have studied and place it in approximately the right place on a time line. Use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. | Use a time line to place events they have found out about both in this country and abroad. Describe the main changes in a period of history Name the date of any significant event from the past that they have studied and place it in the right place on a time line. Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. |
| 2: Developing understanding of events, people and changes | Use evidence to describe different aspects of the past / how any of the above may have changed during a time period Give reasons why changes may have occurred. Show on a time line, the changes that they have identified. Describe some similarities and differences between people, events and artefacts they have studied. Describe how some of the things they have studied from the past affect life today. | With help, choose evidence to describe different aspects of the past / how any of the above may have changed during a time period Give their own reasons why changes may have occurred, backed up by evidence they have researched. Show on a time line, the changes that they have identified. Describe similarities and differences between some people, events and artefacts they have studied. Describe how some of the things they have studied from the past affect life today. |
| 3: Historical enquiry | Ask, "What was it like for a... (child, rich person, etc) during... Suggest sources of evidence to help answer questions. | Ask, "What was it like for a... (child, rich person, etc) during... Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. |
| 4: Communication | Present their findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately Discuss the most appropriate way to present information or an audience. | Present findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose the most appropriate way to present information or an audience. |

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| 5 Using and understanding sources | Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Look at two versions of the same event in history and have identify differences in the accounts. Give reasons why there may be different accounts of history. | Use documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Look at different versions of the same event in history and identify differences in the accounts. Know that people both now and in the past represent events or ideas in a way that persuades others. Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. Give clear reasons why there may be different accounts of history. |
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History Curriculum Map – Upper Key Stage 2

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| <i>In planning to ensure progression through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i> | | |
| Year 5 & Year 6 | | |
| A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Entertainment) Ancient Greece – a study of Greek life, achievements and influence. A non-European society that provides contrasts with British history – <u>Mayan civilization c. AD 900.</u> The Causes and Effects of WW1 and 2 The birth of the Railways Local History Study – From White Church to Whitchurch | | |
| All topics (see skills progression grid below) | KS2. Pupils should: 1. 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. Develop the appropriate use of historical terms 2. Note connections, contrasts and trends over time 3. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 4. Construct informed responses that involve thoughtful selection and organisation of relevant historical information 5. Understand how our knowledge of the past is constructed from a range of sources. | |
| Expectations for | Years 5 / 6 | Greater depth for years 5 / 6 |
| 1: Awareness of the past / chronological understanding Vocabulary | Use a time line to place events they have found out about both in this country and abroad. Describe the main changes in a period of history Name the date of any significant event from the past that they have studied and place it in the right place on a time line. Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during to describe the passing of time. | Expected for years 5/6 + Confidently use a time line to place events, periods and cultural movements they have found out about from all around the world. Use a time line to demonstrate changes and developments in culture, technology, religion and society. Use key periods they have learned about as reference points when making time lines / describing the past |
| 2: Developing understanding of events, people and changes | With help, choose evidence to describe different aspects of the past / how any of the above may have changed during a time period Give their own reasons why changes may have occurred, backed up by evidence they have researched. Show on a time line, the changes that they have identified. Describe similarities and differences between some people, events and artefacts they have studied. Describe how some of the things they have studied from the past affect life today. | Choose evidence to describe different aspects of the past / how any of the above may have changed during a time period Give their own reasons why changes may have occurred, backed up by evidence they have researched. Show on a time line, the changes that they have identified. Describe similarities and differences between some people, events and artefacts they have studied. Describe how some of the things they have studied from the past affect life today. Make links between some of the features of past societies. (e.g. houses, society, technology.) |
| 3: Historical enquiry | Ask, “What was it like for a... (child, rich person, etc) during... Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. | Ask, “What was it like for a... (child, rich person, etc) “during... Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. |
| 4: Communication | Present findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose the most appropriate way to present information or an audience. | Present findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Use the key vocabulary of the time to convey understanding of the past. |

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| | | Choose the most appropriate way to present information or an audience. |
| 5 Using and understanding sources | <p>Use documents, printed sources (eg archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Look at different versions of the same event in history and identify differences in the accounts. Know that people both now and in the past represent events or ideas in a way that persuades others. Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give clear reasons why there may be different accounts of history.</p> | <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums, galleries and sites to collect evidence about the past. Evaluate evidence to help choose the most reliable forms.</p> <p>Know that people both in the past and now, including themselves, have a point of view and that this can affect interpretation of the past.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> |