

## Subject Progression Map

On website

**Subject Name:** History

### ***Vision-Taken from the National Curriculum***

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **Our learning aims:**

#### **In Key Stage 1 children will learn:**

##### ***Taken from National Curriculum***

To develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

#### **In Key Stage 2 children will learn:**

##### ***Taken from National Curriculum***

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.

[Link to Progression document](#)

| Year Group | Term                              | Unit   | Overarching question/Key objective                      | Knowledge and Understanding/ Skills  | Outcome                                |
|------------|-----------------------------------|--|---|--|--|
| R          | Autumn                            |  |   |  |  |
| R          | Spring                            |  |   |  |  |
| R          | Summer                            |  |   |  |  |
| 1          | <b>Autumn</b>                     | Changes in living memory   | How did people travel without cars and planes long ago? | Identify then and now. Sort images into then and now.<br>Spot significant differences<br>Can use the word 'because' to explain why changes occurred<br>Know the past can be represented in different forms e.g. picture, photo, artefact, book.<br>Can write captions  | Making key comparisons between images  |
| 1          | <b>Spring</b>                     | Significant historical events, people and places in their own locality | What was the seaside like at Brighton long ago?         | Sort images into then and now.<br>Can describe how a day at the seaside was different long ago to today<br>Begin to know that we have different memories of the same familiar event e.g. class party<br>Can write simple sentences containing period-specific detail about a day at the seaside in Brighton 100 years ago.<br>Can answer a question by looking at a source<br>Can ask a question to gain further understanding | Write differences between then and now |
| 1          | <b>Summer</b><br>N/A<br>Geography |  |   |  |  |

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| 2 | <b>Autumn</b>                       | Events beyond living memory that are significant nationally or globally   | <b>How did the Great Fire change London?</b>                        | <ul style="list-style-type: none"> <li>-Can sequence events</li> <li>-Can describe differences in ways of life before and after the event</li> <li>-Can give two or three reasons to explain why an event happened and the changes that resulted</li> <li>-Can begin to understand that books do not always give the same information about the same event.</li> <li>-Make increasing use of subject-specific precise vocabulary, e.g. timber framed buildings, thatch during the Great Fire.</li> <li>-Can gather ideas from different sources and form opinions</li> </ul> | Chn write their own diary from Samuel Pepys' point of view                         |
| 2 | <b>Spring</b>                       | 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 time periods. | <b>Who were Armstrong and Columbus and why do we remember them?</b> | <ul style="list-style-type: none"> <li>-Place events on a simple time line</li> <li>-Can describe differences in ways of life before and after the event</li> <li>-Can give two or three reasons to explain why an event happened and the changes that resulted</li> <li>-Can begin to understand that books do not always give the same information about the same event.</li> <li>-Make increasing use of subject-specific precise vocabulary,</li> <li>-Can gather ideas from different sources and form opinions</li> </ul>  | Presentation-chn create a poster of their favourite explorer and share with Year 1 |
| 2 | <b>Summer<br/>N/A<br/>Geography</b> |   |   |  |  |
| 3 | <b>Autumn</b>                       | Changes in Britain from Stone Age to Iron Age   | <b>How did daily life change from the Stone Age to Iron Age?</b>    | <ul style="list-style-type: none"> <li>-Can use some key dates as markers of events, changes or eras.</li> <li>-Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.</li> </ul>  | Chn perform a drama piece depicting different points from the Stone Age-Iron Age   |

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|   |                  |   |  | <ul style="list-style-type: none"> <li>-Children can make links between different features of a society to make sense of the world lived in by people in the past.</li> <li>-Realise that events usually happen for a combination of reasons</li> <li>-Starts to explain changes based on evidence</li> <li>-Children realise that history is continuously being rewritten; if we find more we have to rewrite the past</li> <li>-Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence.</li> </ul>                                    |  |
| 3 | Spring           | The achievements of the earliest civilisations-an overview of where and when the first civilisations appeared (Ancient Egyptians) | What was so special about the Ancient Egyptians? | <ul style="list-style-type: none"> <li>-Can talk about three time periods: e.g. today, ancient, 1900s (Carter)</li> <li>-Are secure in understanding differences between the period studied and today.</li> <li>-Can begin to understand different beliefs and attitudes.</li> <li>-Will know that experiences will differ according to the status of the people studied (rich/poor)</li> <li>-Can begin to explain why there might be more than one version of events.</li> <li>-Will know that some evidence might be more reliable than others.</li> <li>-Make increasing use of subject-specific precise vocabulary.</li> </ul> | Chn write a comparison between Ancient Egyptians and those living in the Stone Age (make sure chn know they happen at the same time) |
| 3 | Summer Geography |   |  |   |  |
| 4 | Autumn Geography |   |  |   |  |

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| 4 | Spring 1 | Ancient Greece-a study of Greek life and achievements and their influence on the western world. | How have the Ancient Greeks influenced the Western world?   | <ul style="list-style-type: none"> <li>-Realise that ancient means thousands of years ago.</li> <li>-Use 'during' and 'after'.</li> <li>-Are secure in understanding differences between the period studied and today.</li> <li>-Can begin to understand different beliefs and attitudes.</li> <li>-Will know that experiences will differ according to the status of the people studied (men/women)</li> <li>-Can give more than two reasons for an event and is beginning to explain these rather than just list them.</li> <li>-Can begin to use own knowledge in evaluating the accuracy of a source</li> <li>-Can write simple annotations and speech bubbles and can use simple period specific references.</li> <li>-Can extract information from a variety of sources and can make deductions.</li> <li>-Can explain why some sources are more useful than others.</li> </ul> | Do presentation to show the ways the Greeks have influenced the Western World                      |
| 4 | Summer   | The Roman Empire and its impact on Britain  | <p>What did the Romans do for us?</p> <p>Who had a bigger impact on the Western World-The Romans or Greeks?</p> | <ul style="list-style-type: none"> <li>-Can accurately differentiate within a longer time period.</li> <li>-Children can explain beliefs and attitudes in terms of why people might have had those ideas.</li> <li>-Show real sense of period in an abstract way.</li> <li>-Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</li> <li>-Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis</li> <li>-Answers are structured and provide supporting evidence for statements made</li> <li>-Able to see two sides of a question and can offer arguments on both sides;</li> <li>-Children start to raise questions about what the evidence tells us. They are aware of the need not to</li> </ul>                             | Do persuasive piece- persuade your teacher about who has had a bigger impact on the western world. |

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|   |        |  |  | <p>rush to conclusions based on flimsy evidence.</p> <p>-Will use phrases such as: 'We cannot tell for sure', 'Most', 'Evidence suggests.'</p>   |  |
| 5 | Autumn | A local History study<br>Victorian Brighton  | How does life in Victorian Britain compare to now? | <p>-Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of the Victorian era</p> <p>-Children show an understanding of the main ideas associated with that society.</p> <p>-Children can make links between different features of a society to make sense of the world lived in by people in the past.</p> <p>-Explain an event with reference to abstract ideas such as long and short-term or events building up;</p> <p>-Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge</p> <p>-Answers are relevant to the question set</p> <p>-Widespread use of period specific detail to make the work more convincing and authentic</p> <p>-Can consider the worthiness of a source by reference to what is known about the topic. e.g. 'This does not fit in with the picture of the subject I know therefore ....'</p> <p>-This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</p> | Diary entry from the point of view of a Victorian child                    |
| 5 | Spring | The Viking and Anglo-Saxon struggle for the Kingdom of England at the time of Edward the Confessor | Were the Viking raiders or traders?                | <p>-Can appreciate ideas of duration and interval.</p> <p>-Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen</p> <p>-Children understand that some interpretations might be more accurate and reliable than others,</p>   | Concertina book to answer the question: 'Were Vikings raiders or traders?' |

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|   |                  |  |  | <p>by use of their own background knowledge e.g. 'This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too.'</p> <ul style="list-style-type: none"> <li>-Children start to raise questions about what the evidence tells us.</li> <li>-They are aware of the need not to rush to conclusions based on flimsy evidence.</li> <li>-Will use phrases such as: 'We cannot tell for sure', 'most' and 'evidence suggests'.</li> </ul>   |  |
| 5 | Summer Geography |  |  |   |  |
| 6 | Autumn Geography |  |  |   |  |
| 6 | Spring           | <p>A non-European society that provides contrast with British History</p> <p>Benin (west Africa)</p> | <p>What can we learn about History through images?</p> | <ul style="list-style-type: none"> <li>-Can successfully match simple iconic images to each of the periods studied</li> <li>-Children can explain beliefs and attitudes in terms of why people might have had those ideas.</li> <li>-Show real sense of period in an abstract way.</li> <li>-Start to express explanation in term of relative importance backed up by reasoned argument e.g. 'The main reason was', 'also important', 'some people think'</li> <li>-Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event</li> <li>-Even when using the same evidence historians can put a different gloss on events.</li> <li>-When appropriate, sees the need to refer to dates and to see the importance of lengths of time e.g. when describing causes</li> </ul> | <p>Research and present information on a chosen area</p> |

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|   |        |   |  | <p>-Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p> <p>-Shows awareness of the need to think about why the source was produced without prompting.</p>   |   |
| 6 | Summer | <p>A study of British history that extends pupils' knowledge beyond 1066</p> <p>Wars throughout the years</p> | <p>How has War changed throughout the years?</p> | <p>-Can successfully match simple iconic images to each of the periods studied</p> <p>-Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.</p> <p>-Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p>-They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p> <p>-Some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.</p> <p>-Can consider the worthiness of a source by reference to what is known about the topic. e.g. 'This does not fit in with the picture of the subject, I know therefore ...' e.g. 'This portrait of Elizabeth makes her seem far younger than she would have looked age 67.' 'This piece of evidence must be handled carefully. We need to know who produced it and why.' Who was the audience?</p> | <p>Create a book on iPad about a chosen area of War</p> |