

St. Anthony's Catholic Primary School History Curriculum Progression Map

		YFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of Study		Talk about past and present events in their own lives and in the lives of family members.	Life of Significant individuals. Changes within living memory	Events beyond living memory Life of significant individuals Significant historical events, people, and places in their own locality.	Early civilisations – Egypt. Changes in Britain from stone age to Iron age	The Roman Empire and its impact on Britain Local history study Britain's settlement by the Anglo-Saxons and Scots	Ancient Greece The Viking and Anglo-Saxon struggle for the Kingdom of England A non-European society that provides contrast with British history – Benin,	World War II A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 – UK Parliament
Chronological knowledge and understanding	Knowledge	Children talk about past and present events in their own lives and in the lives of family members	Recognise the distinction between past and present. Identify some similarities and differences between ways of life at different times. Use some every day terms about the passing of time such as a long time ago and before.	Recognise that their own lives are similar and or different from the lives in the past. Use common words and phrases concerned with the passing of time.	Demonstrate awareness that the past can be divided in to different periods of time, Explore trends and changes over time.	Identify where people and events fit into a chronological framework Explore links and contrasts within and across different periods of time.	Identify where people and places and periods of time fit in to a chronological framework Describe links and contrasts within and across different periods of time including short term and long term time scales.	Develop chronological secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short term and long term time scales.
	Skills		Order and sequence some familiar events and objects.	Order and sequence events and objects.	Use some dates and historical terms when ordering events and objects	Use dates and historical terms when ordering events and objects	Use dates and appropriate historical terms to sequence events and periods of time.	Use dates and a wide range of historical terms when sequencing events and periods of time
Events people and changes		They know about similarities and differences between themselves and others, and among families, communities, and traditions.	Retell some events from beyond their living memory that are significant nationally or globally. Describe some changes from their living memory including aspects national life where appropriate.	Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and changes in their own locality.	Describe and give reasons for some of the changes in Britain from the stone age to the iron age. Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Demonstrate more in depth knowledge of one ancient civilisation e.g. Egypt.	Describe some aspects of the Roman Empire and recognise its impact on Britain. Describe some aspects of Britain's settlement by Anglo Saxons and Scots. Demonstrate some knowledge of aspects of history significant to their locality.	Demonstrate knowledge ancient Greece including Greek life and achievements and their influence on the Western World. Describe key aspects of a non-European society – Benin. Describe aspects of the Viking and Anglo-Saxon struggle for the kingdom of England in the time of Edward the Confessor	Demonstrate knowledge of an aspect of theme that extends their chronological understanding beyond 1066 – WWII / UK Parliament.

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Enquiry, interpretation and using sources	Knowledge		Choose parts of stories and other sources to show what they know about the past.	Consider why things may change over time . Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events.	Recognise that our knowledge of the past is constructed from different sources of evidence. Recognise that different versions of past events may exist. Describe some of the ways that the past can be represented.	Recognise how sources of evidence are used to make historical claims. Recognise why some events happen and what happens as a result. Identify historically significant people and events in different situations.	Recognise how or knowledge of the past is constructed from a range of sources.	Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others.
	Skills		Use sources to answer simple questions about the past. Make simple observations about people, events and communities. Identify some of the basic ways in which the past can be represented.	Ask and answer simple questions about the past through observing and handling a range of sources.	Use sources to address historically valid questions.	Use sources to address historically valid questions and hypotheses.	Choose relevant sources of evidence to support particular lines of enquiry. Use a wider range of sources as a basis for research, to answer questions and to test hypotheses. Evaluate sources and make simple inferences	Regularly address and sometimes devise historically valid questions and hypotheses.

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	Knowledge		Describe special and significant events.	Talk about what/ who was significant in simple historical accounts				
Communication	Skills		Retell simple stories or events from the past. Use simple historical terms.	Demonstrate simple historical concepts and events through role play, drawing and writing Use a variety of historical terms and concepts.	Discuss some historical events, issues, connections and changes. Select and organize historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology.	Discuss significant aspects of and connections between different historical events. Select and organize relevant historical information to presenting a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology	Discuss and debate historical issues Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organization of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings.	Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, explaining and describing historical events, Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organization of relevant historical information including appropriate dates and terms. Choose the most appropriate ways of communicating different historical findings,

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Key Concepts							
Key Vocabulary	Old New First Next	Yesterday Today Tomorrow A long time ago Same Different Change	Past Present Future Important Event Era Artefacts Time Order	Chronological Significant Power Development Compare Contrast Influence BC and AD Ancient Civilisation	Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure	Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity	Ideologies (Political, Religious and cultural) Cultural Context Birthright Advocate Democracy Interpretation Commemorate

This vocabulary list should also be supplemented by topic specific vocabulary which should be clearly identified on planning documents.