

Progression Map



<p><u>Essential Knowledge for a Historian</u></p> <ul style="list-style-type: none"> • Knowledge of significant people, places and events in history. • Knowledge of chronology of events in the past. • Knowledge of local, British and World history. 	<p><u>Essential Skills for a Historian</u></p> <ul style="list-style-type: none"> • To be an effective communicator by explaining, reading and writing well. • To be a critical thinker, be curious and ask questions. • To find, retrieve and use evidence to help make judgements and reasoned decisions.
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	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Historical Overview</p>	<p>Begin to make sense of their own and their family's history. Talk about the lives of people around them. Use images of familiar situations in the past. Know similarities and differences between people in the past and now. Read about characters in books and through storytelling and experiences understand the past.</p>	<p>Describe historical events and people from the past. Recognise why people in the past acted as they did. Compare some aspects of life in different periods.</p>	<p>Describe changes that have happened locally. Give an overview of what life was like in Britain and the wider world during specific periods. Investigate what life was like for people during different periods in history. Make comparisons between periods studied. Begin to consider reasons for different accounts in history and distinguish fact from opinion.</p>	<p>Identify local continuity and change over time and the impact this had on how we live now. Create structured accounts of what life was like, including social, ethnic, political, cultural and religious aspects of historical periods. Investigate connections, contrasts and trends over time in Britain and the wider world during specific periods. Consider and explain different accounts and viewpoints, considering bias (e.g. men, women, children, different religions, countries etc). Make detailed comparisons between periods, including ideas, beliefs, attitudes and experiences.</p>
<p>Significant Historical Events, people and concepts</p>	<p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>The Great Fire of London. <ul style="list-style-type: none"> ▫ Toys from the past. ▫ Explorers. ▫ Events commemorated through festivals anniversaries (e.g. jubilees, local anniversaries ,Royal events, memorial etc). ▫ Study of lives of significant individuals who have contributed to national and international achievements e.g. Florence Nightingale, Mary Seacole, Guy Fawkes, Rosa Parkes. </p>	<p>British Invaders and Settlers Changes in Britain Stone Age to Iron Age Roman Empire and its impact on Britain Local History Study (Mining and Railways) Victorians and Industrial Revolution</p> <p>World Ancient Greeks Ancient Egypt Maya (link South America) North America</p>	

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	Know some similarities and differences between different cultural communities. Explain some similarities and differences between life in this country and life in other countries.		
Investigation and Interpretation	Communication and Language	Use evidence to ask and answer questions about the past. Ask questions such as: What was it like for people? How long ago?) Use sources to find out about the past. Identify some of the different ways that the past has been recorded and represented.	Use research and evidence to deduce and infer information about the past. Ask questions such as: How was ___ different to ___? How does ___ compare to ___? Appropriately select and use a range of sources to find out about the past. Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.
Sources	Pictures Paintings Photographs Stories Artefacts Can use a range of sources to communicate what they know about events in the past.	Children extract simple information from text/pictures/objects showing basic Comprehension Children make simple deductions about what text means based on what is included Children start combining information from more than one source	Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Children see that some sources are more useful than others and can explain why. 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. Will use phrases such as, We cannot tell for sure. Most evidence suggests. Children start to think of reasons why a source might be unreliable Can consider the worthiness of a source by reference to what is known about the topic. Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the

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<p>Understanding Chronology</p>	<p>Can describe differences between him or herself as a baby and as he or she is now.</p> <ul style="list-style-type: none"> └ Sequences images of themselves as baby, toddler and infant. └ Can sort pictures and objects, matching them to babies, children and adults. └ Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales). 	<p>Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new</p> <p>Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London.</p> <p>Can use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).</p> <ul style="list-style-type: none"> └ Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times. └ The more able can describe relative lengths of time e.g. when Florence was at Crimea compared to after the war. 	<p>need to think about why the source was produced without prompting.</p> <p>Can confidently spot major anachronisms from most periods studied when compared with today;</p> <ul style="list-style-type: none"> └ Can sequence events in simple narrative e.g. Boudicca's revolt; └ Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification; └ Can talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; └ Can talk about the past in terms of periods e.g. Egyptian, Roman; <p>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life;</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>
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