

Lostock Hall Primary School
History Curriculum Progression Map

History

History Progression Map: Chronological Understanding

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------|--|---|---|---|---|---|--|
| Chronological Understanding | <p>N – Remembers & talks about significant events in their own experiences.</p> <p>Rec - Place events (pictures or text) in order. Use words that indicate past. Identify how they have changed. Identify things that are from the past/old. Start to use words and phrases such as before, after, past, present, then and now. Talk about past and present events in their own lives and those of family members.</p> <p>(ELG: Understanding the World)</p> | <p>Sequence events in their own life. Explain how they have changed since they were born.</p> <p>Recount changes within living memory.</p> <p>Sequence 3 or 4 artefacts from different periods.</p> | <p>Use words and phrases relevant to the past: before, after, past, present, then and now. old, new, a long time ago.</p> <p>Recognise that some objects belong in the past (are old) and some belong in the present (are new).</p> <p>Begin to understand where people, artefacts and events fit on a timeline.</p> <p>Sequence photographs and objects on a timeline.</p> <p>Recount changes within living memory, in sequence.</p> | <p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Place events, of the time studied on a timeline (matching dates). Introduce BC/AD.</p> <p>Sequence significant events, dates or artefacts from the period studied.</p> | <p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Order significant events and dates on a timeline. Understand more complex terms eg BC/AD.</p> <p>Use mathematical knowledge to work out how long ago events took place and to round up time differences into centuries / decades.</p> <p>Describe the main changes in a period in history.</p> | <p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Order a greater number of significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history and place them in the correct order.</p> <p>Summarise the main events from a period of history, explaining the order of events and what happened. Compare these to previous learning.</p> | <p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Place current study on timeline in relation to other studies.</p> |

History Progression Map: Continuity and Change between periods and within them

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|---|--|---|--|
| Continuity and change between periods and within them | <p>N - Talk about changes that have happened to themselves.</p> <p>N - Shows interest in the lives of people who are familiar to them.</p> <p>N - Recognise and describe special times or events for family and friends.</p> <p>Rec – Talk about the lives of people around them and their roles in society.</p> <p>(ELG: Understanding the World)</p> | <p>Begin to identify old and new things in a picture.</p> <p>Begin to identify what was different and what was the same between their childhood and their parents' and grandparents'.</p> <p>Identify things that stayed the same and things that are different within and between their grandparents', parents' and their own lifetimes.</p> | <p>Identify differences between ways of life at different times in the past.</p> | <p>Within and between periods, identify things that stayed the same and things that changed.</p> <p>Start to make links between events over time.</p> <p>Begin to note the similarities and differences within the period of history being studied and between the period of history being studied and previous periods that have been studied.</p> | <p>Make links between events over time.</p> <p>Note the similarities and differences within the period of history being studied and between the period of history being studied and previous periods that have been studied.</p> | <p>Within and between periods, identify and explain key changes. Identify and explain why certain changes were important. Backed up by evidence.</p> <p>Identify and explain how changes may have been different in different places or for different people during the same period of history.</p> <p>Explain how the local area has changed over time.</p> <p>Make links between <u>some</u> of the features of past societies.</p> | <p>Within and between periods, identify and explain key changes. Identify and explain why certain changes were important. Backed up by evidence.</p> <p>Identify and explain how changes may have been different in different places or for different people during the same period of history.</p> <p>Explain how the local area has changed over time.</p> <p>Make links between features of past societies.</p> |

History Progression Map: Similarities and differences for different people within a time period

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------------|--|---|--|---|---|--|--|
| Similarities and Differences | <p>Rec - Know about similarities and differences between themselves and others, families, communities, traditions.</p> <p>(ELG: Understanding the World)</p> | <p>Start to understand life was different for different people in the past, for example: rich and poor, male and female.</p> <p>Start to understand that this may have been different in different places at the same time.</p> | <p>Identify differences between ways of life at different times in the past.</p> | <p>Identify how life was different for different people in the past.</p> <p>Identify that this may have been different in different places at the same time.</p> <p>Use evidence to describe the culture & leisure activities from the past; clothes and way of life of different groups of people.</p> <p>Use evidence to describe buildings and their uses.</p> | <p>Use evidence to show how the lives of rich and poor from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts.</p> | <p>Describe similarities and difference between <u>some</u> people, events and artefacts studied.</p> <p>Explain (and give examples) that this may have been different in different places at the same time.</p> | <p>Describe similarities and difference between people, events and artefacts studied.</p> <p>Explain (and give examples) that this may have been different in different places at the same time.</p> |

History Progression Map: Cause and Consequence

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------|--|---|--|--|--|---|--|
| Cause and Consequence | <p>Rec - Question why things happen and give explanations. Begin to identify what made something happen.</p> <p>(ELG: Understanding the World)</p> | <p>Begin to recognise that significant events happened because of a cause.</p> <p>Begin to understand that aspects of life changed following an event.</p> <p>Begin to explain whyt people in the past acted as they did.</p> | <p>Explain why people in the past acted the way they did and begin to explain what happened as a result.</p> | <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have had to do something.</p> <p>Offer a reasonable explanation for some events.</p> | <p>Use evidence to describe and explain what was important to people from the past and why.</p> <p>Address and devise historical questions about cause.</p> <p>Comment on the importance of cause and effects for some key events.</p> <p>Begin to identify why what they did (or what happened) was important and how it changed things for people.</p> | <p>Examine causes and results of great events and the impact on people.</p> <p>Know key dates, characters and events of time studied.</p> <p>Identify and explain the short and long term causes of events.</p> | <p>Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Identify and explain the short and long term causes of events.</p> |

History Progression Map: Historical Significance

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|---|--|--|---|--|--|--|
| Historical Significance | <p>N - Recognise and describe a special object.</p> <p>N – Shows and interest in the lives of people who are familiar to them.</p> <p>N - Recognise and describe special times or events for family and friends.</p> <p>Rec - Recognise and describe a special time or event in their life (self, family or friends).</p> <p>(ELG: Understanding the World)</p> | <p>Recount sections of stories and facts from the past (before living memory).</p> | <p>Explain the main events from a significant event in history (or a significant person).</p> <p>Explain how some people have helped us have better lives.</p> | <p>Identify historically significant people and events from a period of history and what they did/happened.</p> | <p>Begin to identify why what they did (or what happened) was important and how it changed things for people.</p> <p>Explain how an event from the past has shaped our life today.</p> | <p>Identify historically significant people and events from a period of history. Explain why they were significant.</p> <p>Describe and explain why what they did (or what happened) was important and how it changed things for people, both at the time and in the future.</p> | <p>Identify historically significant people and events from a period of history. Explain why they were significant.</p> <p>Describe and explain why what they did (or what happened) was important and how it changed things for people, both at the time and in the future.</p> |

History Progression Map: Historical Evidence

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|---|---|--|
| Historical Evidence & Enquiry | <p>Rec - Understand the past through books read in class & storytelling.</p> <p>(ELG: Understanding the World)</p> | <p>Begin to identify and use different ways to find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects, books, internet)</p> <p>Describe similarities and differences between artefacts. Ask questions about the artefacts.</p> <p>Explain what an object from the past might have been used for.</p> | <p>Ask and answer simple questions about the past using different sources of evidence and artefacts.</p> <p>Explain different ways in which the past is represented.</p> | <p>Explain how historic items and artefacts can be used to build up a picture of life in the past.</p> <p>Identify different sources that have given them information about the period they are studying. I.e. Internet, photos, artefacts, visits etc.</p> <p>Identify details in pictures and artefacts.</p> <p>Use evidence from a specific source to answer a question or support an answer.</p> | <p>Explain how historic items and artefacts can be used to build up a picture of life in the past.</p> <p>Use documents (as Y3) to collect evidence about the past and choose which to use to answer questions.</p> <p>Ask questions and find out about the past.</p> | <p>Use documents & sources (as previous years).</p> <p>Begin to identify primary and secondary sources.</p> <p>Choose reliable sources of evidence, realising there is often not a single answer to a historical question.</p> <p>Identify different evidence that supports a point they are making.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> | <p>Use documents & sources (as previous years).</p> <p>Choose reliable sources of evidence, to answer questions and compare.</p> |

History Progression Map: Historical Evidence and Historical Interpretations

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------|--|--|--|--|---|--|--|
| Historical Interpretations | <p>Rec – Understand the past through different settings, characters, and events encountered in books read in class & storytelling.</p> <p>(ELG: Understanding the World)</p> | <p>Look at, and use, stories, books, photographs, pictures and artefacts to find out about the past.</p> | <p>Look at, and use, stories, books, photographs, pictures, accounts, buildings and artefacts to find out about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Begin to discuss the reliability of photos/accounts - Identify that two people could explain something differently or retell a story in a different way.</p> | <p>Look at different representations of the period.</p> <p>Explore the idea that there are different accounts of history.</p> <p>Identify and explain how two versions of the same event differ.</p> | <p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Understand that these versions may vary depending upon a person's place/role/side in history.</p> | <p>Understand that different versions of the past may exist and give reasons why.</p> <p>Compare accounts of events from different sources.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that it affects interpretations of history.</p> | <p>Understand the importance of checking the accuracy of interpretations /evidence/differing views.</p> <p>Investigate own lines of enquiry (as Y5).</p> |

History: Key Vocabulary In addition to these words, each topic will have topic specific vocabulary which should be listed in the planning and resources for that topic

| EYFS | KS1 | Y3/4 | Y5/6 |
|--|---|--|---|
| before after then now old new past yesterday today tomorrow a long time ago lives stories time order change | modern long ago events present past future date day week year sequence chronological order timeline similar different living memory significant artefact source | period / era present day cause / consequence similarity / difference significance decade / century BC/AD chronological trade kingdom / monarch dynasty tribal culture empire invade / invasion resistance conquest expansion civilisation nation society law ancient archaeology settle / settlement evidence / source artefact accurate version historical argument point of view | impact influence continuity raids settlement justice parliament local / regional national / international society conversion legacy peasantry architecture leisure cultural economic political / propaganda military social source primary / secondary eyewitness evidence significance impact / affect evaluate / evaluation enquiry change / continuity persuade viewpoint summarise |

Lostock Hall Primary School: History Long Term Plan

| R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|---|--|--|--|--|
| <p>Me and My Family Talk about past and present events in their own lives and the lives of family members.</p> <p>Learning about Then and Now, Past and Present: Nursery Rhymes LINK: KS1 Reception History Lessons and Activities - Years 1 & 2 Keystage history (click on link)</p> | <p>Travel & Transport (Pearson) (Link with Pearson Geography) <i>6 weeks</i></p> <p>How should we remember Pocahontas? (Pearson) <i>6 weeks</i></p> <p>Changes within living memory: Toys Past and Present Enrichment: Examine real examples of old toys, puppet / Punch and Judy show <i>6 weeks</i></p> <p>The Story of Grace Darling (Links to The Lighthouse Keeper's Lunch) <i>6 weeks</i></p> | <p>Significant events beyond living memory: The Great Fire of London (Pearson) <i>6 weeks</i></p> <p>Significant events beyond living memory: Guy Fawkes and the Gunpowder Plot <i>6 weeks</i></p> <p>Compare the lives of significant individuals: Mary Seacole, Florence Nightingale and Edith Cavell AND/OR Rosa Parks and Emily Davison (Links to PSHE) <i>6-12 weeks</i></p> | <p>Prehistoric Britain (Pearson & CGP) <i>6 or 12 weeks</i></p> <p>The achievements of the Earliest civilisations: Shang Dynasty (Pearson) <i>6 weeks</i></p> <p>Achievements & influence on the Western World: Ancient Greece (Pearson & CGP) <i>12 weeks</i> (Links to English unit Greek Myths and art unit based around Greek pots)</p> | <p>Roman Empire & its impact Britain: Roman Britain (Pearson & CGP) <i>6 or 12 weeks</i> (<i>Links to DT - Catapults</i>)</p> <p>Britain's settlement by the Anglo-Saxons & Scots: Anglo -Saxons (Pearson & CGP) (<i>Links to Art – Anglosaxon Brooch</i>) <i>6 weeks</i></p> <p>The Viking & Anglo-Saxon struggle for the Kingdom: Vikings (Pearson & CGP) <i>6 weeks</i></p> <p>The achievements of the Earliest civilisations: Ancient Egypt (CGP) <i>6 weeks</i> (<i>Link to Geography Rivers</i>)</p> | <p>A study of a non-European society that provides contrasts with British history: Benin (Pearson) <i>6 weeks</i></p> <p>A study of British History beyond 1066: Medieval Monarchs (Pearson) <i>6 weeks</i></p> <p>A study of British History beyond 1066: Changing Britain (Pearson) <i>6 weeks</i></p> <p>The achievements of the Earliest civilisations: Indus Valley civilisation (Twinkl+ Planit)</p> | <p>A study of British History beyond 1066: Industrial Revolution (Pearson) <i>6 weeks</i></p> <p>A study of British History beyond 1066: Civil Rights (Pearson) <i>6 weeks</i></p> <p>A study of British History beyond 1066: 20th Century Conflict (Pearson) <i>6 weeks</i></p> <p>A study of a non-European society that provides contrasts with British history: The Mayan civilisation (CGP) <i>6 or 12 weeks</i></p> |

| Suggested Local History Studies | | | | | | |
|--|--|-----------------------------|---|--|-----------------------------|--|
| R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| | Bramhall Hall | Lyme Hall | Quarry Bank Mill, Styal Victorian Railways | Mining in Poynton AVRO Museum Transport in Poynton – Road, Rail, Canal | Anson Engine Museum | Stockport Air Raid Shelters & Staircase House (Links: English - Goodnight, Mr Tom.) Poynton during the World Wars: The Cenotaph -research the names. |
| <u>Enrichment:</u> trip to An independent cinema like grandparents would have visited. (Me & My Family) | <u>Enrichment:</u> trip to National Trust Museum of Childhood | <u>Enrichment:</u> trips to | <u>Enrichment:</u> trips to | <u>Enrichment:</u> trips to Chester (Roman Britain) | <u>Enrichment:</u> trips to | <u>Enrichment:</u> trips to |

Pearson Scheme Progression

