

History Curriculum Progression Map

The national curriculum for history aims to ensure that all pupils:			
<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' 		<ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
EYFS	KS1	Lower KS2	Upper KS2
<p>Understanding the world</p> <p>The world</p> <ul style="list-style-type: none"> ❖ Developing and understanding of change over time <p>People and Communities</p> <ul style="list-style-type: none"> ❖ Talk about past and present events in their own lives and in the lives of family members ❖ Remembers and talks about significant events in their own experience ❖ Recognise and describes special times or events for family or friends <p>Literacy</p> <p>Reading</p> <ul style="list-style-type: none"> ❖ Enjoys an increasing range of books ❖ Knows that information can be retrieved from books and computers <p>Communication and Language</p> <p>Understanding</p> <ul style="list-style-type: none"> ❖ They answer 'how' and 'why' questions about their 	<ul style="list-style-type: none"> Pupils should 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Consolidate skills from previous years – in particular those introduced in Lower Key Stage 2.

<p>experiences and in response to events.</p> <p>Mathematics</p> <p>Shape, Space and Measure</p> <p>❖ Uses everyday language related to time</p> <p>Measures short periods of time in simple ways</p>			
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