






History curriculum progression map

	Investigate and Interpret the Past 	World History- People 	World History- Places 	Understanding Chronology 	Communicate History-Vocabulary 
Year R	<ul style="list-style-type: none"> I can talk about images from familiar situations in the past. 	<ul style="list-style-type: none"> I can compare characters from stories including figures from the past. I can talk about the lives of people around me and their roles in society. 	<ul style="list-style-type: none"> I can talk about similarities and differences between things in the past and now. 	<ul style="list-style-type: none"> I can understand the past through settings, characters and storytelling. 	<ul style="list-style-type: none"> past, long time ago, last year, when I was __ years old
Year 1	<ul style="list-style-type: none"> I can begin to use artefacts to ask and answer question about the past. I can ask questions about what it was like for people in the past. I can begin to understand that events were not the same for all groups of people. 	<ul style="list-style-type: none"> I can begin to describe how events had an effect on people. I can talk about some significant people in the past. I can begin to recognise that there are reasons why people made the choices they did. 	<ul style="list-style-type: none"> I can begin to describe how events had an effect on places. I can begin to talk about significant places in the past. 	<ul style="list-style-type: none"> I can begin to place events and artefacts on a timeline. I can begin to discuss using words like: past, present, older, newer. I can talk about changes in my own life. 	<ul style="list-style-type: none"> Monarch, monarchy, legacy, reign, Queen, Prince, responsibilities, children Travel, explorer, centuries, journey, sailor, voyage, Americas, Atlantic Ocean Thanksgiving, America, celebrate, holiday, harvest, November, gathering
Year 2	<ul style="list-style-type: none"> I can use artefacts to ask and answer question about the past. I can understand and discuss that events were not the same for all groups of people. I can use a range of artefacts and sources to find out about the past. 	<ul style="list-style-type: none"> I can describe how events had an effect on groups of people. I can talk a range of significant people in the past. I can recognise that there are reasons why people made the choices they did. 	<ul style="list-style-type: none"> I can describe how events had an effect on places. I can talk about significant places in the past. 	<ul style="list-style-type: none"> I can place events and artefacts on a timeline. I can label timelines with words like: past, present, older, newer, and key dates. I can talk about significant in my own life. 	<ul style="list-style-type: none"> Coronation, Monarch, Queen, reign, Westminster Abbey, Buckingham Palace, jubilee, decade, Commonwealth Lunar, moon, exploration, orbit, Kennedy Space Center, Neil Armstrong, Buzz Aldrin, space, astronaut Guy Fawkes, Houses of Parliament, treason, plot, gunpowder, November, Protestant, Catholic, government, King James I, Bonfire Night
Year 3	<ul style="list-style-type: none"> I can begin to use a range of evidence to ask and answer questions about the past. I can begin to use multiple sources to gain an accurate insight into historical events. I can begin to present different accounts of events, and discuss why they differ. I can begin to explore the reasons for some of the events and changes in history. 	<ul style="list-style-type: none"> I can begin to understand life in Britain from Ancient to Medieval times. I can begin to describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. 	<ul style="list-style-type: none"> I can begin to understand how places within Britain have changed from Ancient to Medieval times. I can begin to understand the social, ethnic, cultural, and religious diversity of past societies. 	<ul style="list-style-type: none"> I can begin to place events, artefacts and historical figures on a timeline using dates. I can begin to understand the concept of change over time using evidence. I can begin to use dates and time periods to describe events. 	<ul style="list-style-type: none"> Stone Age, Skara Brae, nomadic, Neolithic, Mesolithic, historical source, ancestors, era, tools ,weapons, archaeologist Bronze Age, trade, travel, metal work, Beaker people, settlement, archaeologist Iron Age, Roman Conquest, fortified settlements, Celts, legacy, roundhouses, tools, weapons Roman Empire, territory ,frontiers, Rome, myths, economy, trade, emperor, Queen Boudicca
Year 4	<ul style="list-style-type: none"> I can use a range of evidence to ask and answer questions about the past. I can use and suggest suitable sources of evidence for historical enquiries. I can present different accounts of events, and discuss why they differ. I can explore the reasons for some of the events and changes in history. 	<ul style="list-style-type: none"> I can understand key aspects of life in Britain from Ancient to Medieval times. I can describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. 	<ul style="list-style-type: none"> I can understand how places within Britain have changed from Ancient to Medieval times. I can understand the social, ethnic, cultural, and religious diversity of past societies. 	<ul style="list-style-type: none"> I can confidently place events, artefacts and historical figures on a timeline using dates. I can begin to understand the concept of change over time using evidence. I can confidently use dates and time periods to describe events. 	<ul style="list-style-type: none"> Settlements, scavenging, technology, migrate, permanent, Stonehenge, archaeologist, Stone Age, Neolithic, Mesolithic Bronze Age, trade, travel, metal work, Beaker people, settlement, archaeologist, Amesbury Archer, Iron Age, fortifications, population, warriors, clans, blacksmith Anglo-Saxons, conquered, Angles, Saxons, Jutes, King Ethelbert, Normandy, Christianity, medieval, legacy, kingdom Scandinavia, Vikings, sailors, explorers, raid, traders, longships, colonise
Year 5	<ul style="list-style-type: none"> I can begin to use, interpret, analyse evidence I have gathered about the past. I can begin to select and use suitable sources of evidence to form a hypothesis about the past. I can begin to understand propaganda and bias in evidence, and that an individual sources isn't reliable. 	<ul style="list-style-type: none"> I can begin to give an overview of life in Britain and major events from across the world. I can begin to discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. 	<ul style="list-style-type: none"> I can begin to compare times studied with other areas around the world. I can begin to discuss and interpret the social, ethnic, cultural, and religious diversity of past societies. 	<ul style="list-style-type: none"> I can begin to describe the main changes in a period of history, using terms: social, religious, political, technological, cultural I can begin to compare and contrast concepts and periods of change within history, representing them on a timeline. I can begin to use dates and time periods accurately. 	<ul style="list-style-type: none"> Ancient Egypt, Africa, River Nile, Cleopatra, archaeologist, pyramids of Giza, mummification, Tutankhamun, preserve, embalmed, Pharaoh, hieroglyphics Tudor, monarch, legacy, War of the Roses, House of York/Lancaster, heir, divorced, beheaded, died, Elizabeth, medieval, reformation, parliament, alliance, Protestant, Catholic Battle of Britain, World War II, Royal Air Force, Luftwaffe, Blitz, hurricane, spitfire, significant, evacuated, propaganda, weapons, invasion, Germany



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Year 6	<ul style="list-style-type: none"> I can confidently use, interpret and analyse evidence I have gathered about the past. I can select appropriate sources of evidence to substantiate a hypothesis about the past. I understand and can discuss how propaganda and bias manipulates evidence. 	<ul style="list-style-type: none"> I can give an overview of life in Britain and major events from across the world. I can discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. 	<ul style="list-style-type: none"> I can confidently compare times studied with other areas around the world. I can discuss and interpret the social, ethnic, cultural, and religious diversity of past societies. 	<ul style="list-style-type: none"> I can confidently describe the main changes in a period of history, using terms: social, religious, political, technological, cultural I can compare and contrast concepts and periods of change within history, representing them on a timeline. I can use dates and time periods accurately. 	<ul style="list-style-type: none"> Ancient Greeks, legacy, democracy, citizens, columns (Doric, Ionic, Corinthian), architecture, myth, legend, Gods, philosophy, influential Islamic, prophet, Baghdad, Caliphate, Mongols, Khan Dynasty, trade, Silk Road, travel, explore, translate, House of Wisdom, Muslim, Christianity, Judaism Cobbler, Wellingborough, Northamptonshire, Dr Martens, museum, Industrial Revolution, trade, technology, mechanisation
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