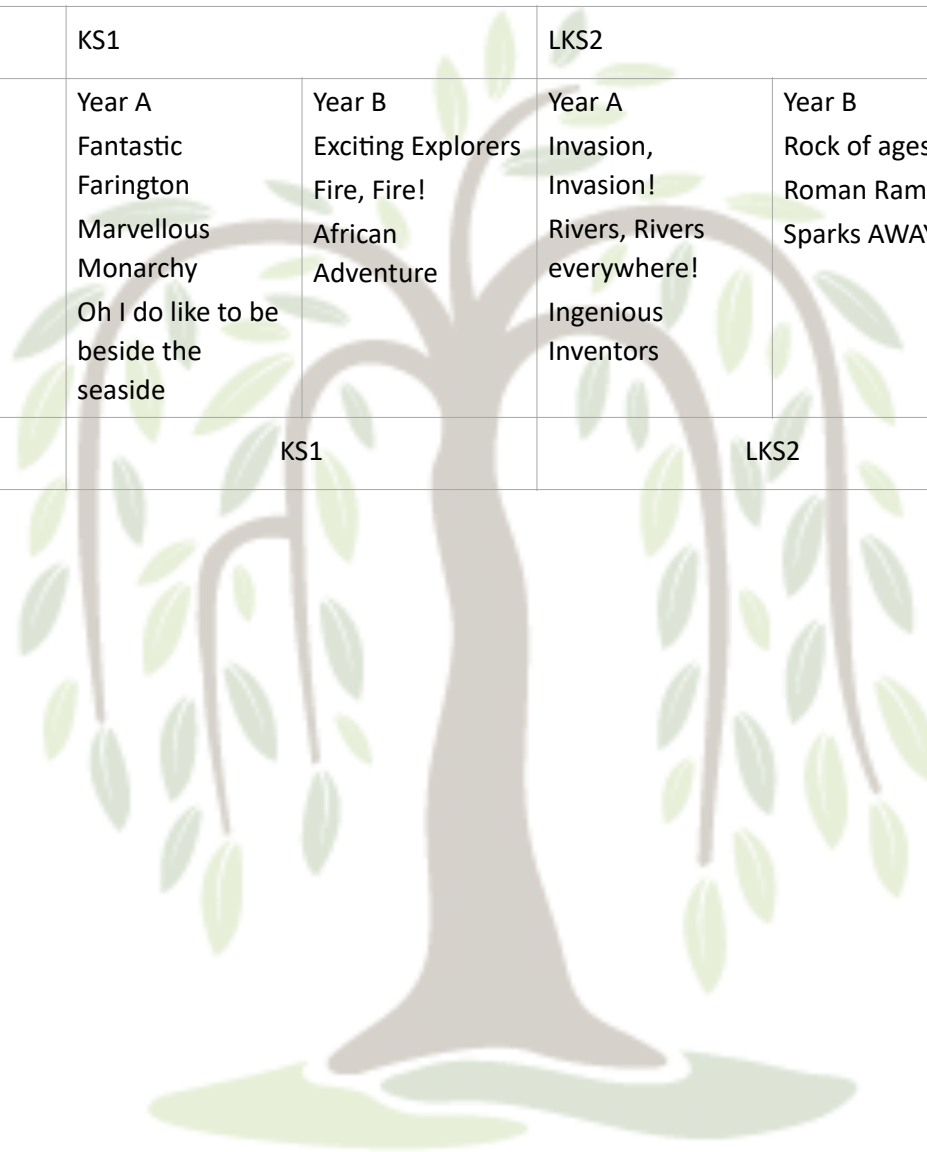


Lever House Primary School
History Progression Map

	EYFS	KS1		LKS2		UKS2	
Key Objective/Theme	Hello, here I am... Hello, here is my family... Hello, here are my heroes...	Year A Fantastic Farington Marvellous Monarchy Oh I do like to be beside the seaside	Year B Exciting Explorers Fire, Fire! African Adventure	Year A Invasion, Invasion! Rivers, Rivers everywhere! Ingenious Inventors	Year B Rock of ages! Roman Rampage Sparks AWAY!	Year A Why do we remember the war? Glorious Greeks A Kingdom United	Year B The Mayans Crime and punishment Walk like an Egyptian
Key concepts:	EYFS	KS1		LKS2		UKS2	



Enquiry, interpretation and sources This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	• Enjoys joining in with family customs and traditions. • Show an interest in the lives of people who are familiar to them.	• Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings and people talking about their past. • Ask questions such as: What was it like for people? What happened? How long ago? What was different? • Identify some of the different ways the past has been represented e.g. through pictures. • Understand some of the ways in which we find out about the past. • Make simple observations about different people, events, beliefs and communities. • Consider why things may change over time. • Choose parts of stories and other sources to show what they know about significant people and events.	• Use sources to ask questions and find answers to questions about the past e.g. How did...? Why were...? What was important...? • Suggest suitable sources of evidence for historical enquiries and ask questions such as; What might this tell us about...? • Use more than one source of evidence (primary and secondary) for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a 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. Ask questions such as Why did...? What were the effects...? • Describe some of the different ways the past can be represented e.g. artists pictures, museums, displays, films and written sources. • Identify historically significant people and events.	• Use sources of evidence to deduce information about the past. • Use a wide range of sources as a basis for research to answer questions and test hypothesis. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Sometimes devise historically valid questions about change, cause, similarity/difference and significance such as how did life change...? • Give some reasons for contrasting arguments and interpretations of the past. • Describe the results of historical events, situations and changes e.g. the impact on people's lives.
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Build an overview of world history. This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.	• Shows an interest in different occupations and ways of life.	• Describe historical events, people and places in their own locality. • Describe significant people from the past who have contributed to national and international achievements. • Describe changes within living memory. • Describe events beyond living memory which are significant nationally or globally.	• Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its effect on Britain. • Britain's settlement by Anglo Saxons and Scots • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Describe events beyond living memory which are significant nationally or globally, for example the history of technology over time.	• A local history study • A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Greece and Ancient Egypt. • A non-European society that contrasts with British history – A study of The Mayans.
Chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.	• Remember and talk about significant events in their own life. • Recognises and describes special times or events for family or friends.	• Place events and artefacts in order on a time line using common phrases to show the passing of time – old, new/young, days, months and years. • Recognise the distinction between past and present. • Recognise that their own lives are similar/different from the lives of people in the past. • Identify some similarities and differences between past and present in ways of life at different times. • Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.	• Place events into different periods using appropriate historical terminology e.g. decade, century, ancient, BC, AD. • Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time. • Recognise historical events as a chronological narrative from the earliest times to the present day. • Explore main events, situations, changes, and links within and across different periods e.g. differences/similarities between clothes, transport, buildings etc.	• Sequence events and periods using appropriate terms e.g. chronology, legacy and continuity. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. • Establish clear chronological narratives across periods and within these e.g. transport, beliefs, homes etc. • Describe and make links between main events, situations and changes within and across different periods of time.

Communication This concept involves using historical vocabulary and techniques to convey information about the past.	• Use time related words in conversation.	• Use a variety of historical terms such as invention, discovery, explorer, history, long ago. • Use historical concepts such as now/then and same/different when making connections and noting contrasts. • Describe special or significant events in their own lives. • Demonstrate simple historical concepts and events through speaking, role play and picture stories. • Retell simple stories about people and events from the past. • Talk about who/what was significant/ important in a simple historical account.	• Use appropriate historical vocabulary to communicate, including: chronology, settlement, invasion, empire, etc. • Communicate historical findings through a range of methods including the use of ICT, maps and timelines in order to communicate information about the past. • Describe significant aspects and discuss connections between local and ancient history. • Talk and write about historical events and changes.	• Use appropriate historical vocabulary to communicate, including: bias, reliability, parliament, society etc. • Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines. • Describe and explain significant aspects of non – European societies as well as settlements in Britain. • Discuss how Britain has influenced and been influenced by the wider world. • Present answers to historical questions and hypotheses by selecting and organising relevant information. • Discuss and debate historical issues acknowledging contrasting evidence and opinions.
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