

History Progression Map

		EYFS	KS1	LKS2	UKS2
Hillfort specific: Embody the school values (Kindness; Resilience; Aspiration, Challenge, Courage)		Children learn what the school values mean.	Children learn about people in the past and discuss what they were like.	Children learn about specific people who embody our school values.	
Hillfort Specific: Cultural Isolation		When appropriate to the learning, include opportunities to build cultural capital.			
Hillfort Specific: Closing the vocabulary gap		Use discussion to help children to acquire more tier 2 language.	Include tier 2 language within powerpoints – especially where a meaning is different within a historical context.	Use of WCR techniques within history lesson to embed more tier 2 language.	Increasing use of WCR within history lessons – including the use of more challenging words.
Key concept: Chronology and time		Children begin to learn about then, now and future. Children talk about their own life time, their parents and their grandparents.	Children begin to understand the passage of time more. A long time ago, not so long ago. This builds as their understanding of number grows.	Children are more able to understand the passage of time and the length of time periods.	Children apply their understanding of chronology and time in their historical enquiry.
Key concept: Context		Children learn about other people in the world	Children are introduced to different historical periods and key things which changed. They study national and local history discretely.	Children begin to look at local, national, international context of some time periods. Children become aware that context is important to making judgements	Children look at local, national and international contexts more often. They begin to debate whether decisions made in the past were sensible / just, with the context in mind.
Key concept: Evidence How do we know and sure can we be?		Children are asked ‘How do we know?’ although not within a historical context.	Children are regularly shown sources – teachers differentiate between what we know and what we think	Children breadth of source types increases. They are guided in what we know from the source, what we can suggest and what we can’t tell.	Children begin to learn about primary and secondary sources as well as deliberate and non-deliberate bias.
Key concept: Historical concepts such as	continuity and change	Children are asked to notice, what has changed?	With support, children look at what changed and what stayed the same	Children look at what changed and what stayed the same in more topics. It becomes more focused in their learning.	Children learn the terms continuity and change as a part of historical enquiry
	cause and consequence	Children begin to look at why something happened and what effect it had within their play. Why did that happen?	Children are introduced to the concept (Great Fire)	Children begin to look at cause and consequence in more units	Children learn the terms cause and consequence as a key part of historical enquiry

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		What happened because you did that?			
	similarity and difference	Children look at how things are the same and how they are different (not within a historical context)	Children look at how the past is similar and different from the present	Children begin to compare different time periods to each other.	Children begin to draw more refined links between people, events, time periods
	significance	Children learn about 'special' days – weddings, birthdays etc	Children are introduced to changes which caused significant changes to daily life.	Children continue to be introduced to significant events and begin to use the word significant more than important.	Children begin to rank events in terms of their significance. Eg Which was the most significant event of...
Key concept: understand abstract historical terms (first introduced...)		Calendar King / Queen Long ago Past Present Future Yesterday Last week/month/year	Myths and Legends Archaeology Palaeontology Artefact Cause & Consequence Century Decade Discovery/Invention Explorer Global International Invention Local Monarchy Museum Nation Significance Traitor Treason	BC/AD – BCE/ACE Agriculture Ancient civilisation Bronze Age The Church Christianity Conquest Dark Ages Democracy Emperor Empire Gods/Goddesses Interpretation Invasion Iron Age Metal-working Migration Monastery Hunter-gatherer Nomad Pre-history Rebellion (linked to Romans) Revolt Settler Slaves / Slavery Stone Age	Aristocracy Colony Court Diversity Execution Heresy Islam (earlier in RE) Oral history Parliament Peasant Pope Republic Sacrifice Primary Evidence Secondary Evidence Torture

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Key Skill: Using sources – think critically, sift arguments		Children are introduced to things from the past	Children are introduced to sources but are guided by teachers	Children are taught what they can and can't tell from a primary source	Children begin to judge the usefulness of sources which have been carefully provided by the teacher. They begin to understand that primary sources are useful but may be biased or have gaps.
Key Skill: Historical Enquiry: interpreting the past	make connections, draw contrasts	Children compare and contrast physical features and items.	Children begin to compare and contrast aspects of life through the study of significant people.	Children compare and contrast time periods.	Children compare and contrast significant events.
	develop perspectives, understand complexity of people's lives	Children begin to understand that other people's lives are not the same as theirs.	Children are encouraged to put themselves in other people's shoes and think what it would have been like to live in particular context, comparing their lives and others	Children begin to compare specific aspects of life and question how they would be different.	Children learn about the complexity of people's lives
	frame historically valid questions	Children learn to ask questions relevant to themselves and their family and friends.	Children learn to ask questions about the past – modelled by the teacher	Children's questions become more relevant and more independent.	Children's questions continue to become more relevant, more independent and begin to be driven by the gaps in their knowledge.
Key Skill: organisation and communication;	understanding historical task words.		How similar / different Consider Describe Compare Outline Recall Recount List Explain	Discuss Give an account of Summarise Argue Examine How reliable How useful,	To what extent Devise Comment on Criticise Distinguish, Illustrate Review Justify/prove Account for Debate Define
	Producing historical texts	Children are read stories which are set in the past	Children write short information texts.	Children begin to write longer information texts as well as historical fiction – this includes writing stories set in the past (although these would be more based around English skills). Historical accounts – such as diaries,	Children's information texts become more organised, more relevant to the reader and begin to introduce different view points. Children learn to write debate texts. Children learn to write historical diaries.

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					Historical narratives are more accurate in term of historical perspectives.