



HISTORY PROGRESSION MAP OF SKILLS AND KNOWLEDGE AT BISHOPS ITCHINGTON PRIMARY SCHOOL

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological understanding</p> <p>Yellow highlight links to new Development Matters framework 2020 for EYFS</p>	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To know where the people studied fit within a chronological framework.</p> <p>Changes within living memory within the UK</p> <p>Events beyond living memory that are significant nationally (e.g. Great Fire of London, first aeroplane flight or event commemorated through festivals or anniversaries.</p>	<p>To know where the people studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Changes within living memory within the UK</p> <p>Events beyond living memory that are significant nationally (e.g. Great Fire of London, first aeroplane flight or event commemorated through festivals or anniversaries.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-Modern Europe</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- modern Europe.</p> <p>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</p>	<p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-Victorians and WW2, discuss impact on modern life: industry, trade etc.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-Victorians and WW2, discuss impact on modern life- industry, trade etc.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources- own research project using primary and secondary sources where possible.</p>
<p>Range and depth of historical knowledge</p>	<p>Exploring, observing and finding out about people and places.</p> <p>Know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Talk about the lives of people around them and their roles in society</p> <p>Know similarities and differences between the past and now- drawing on experiences and read in class.</p>	<p>Use a range of vocabulary of everyday historical terms.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different period [e.g. Queen Elizabeth I and Queen Victoria; Christopher Columbus and Neil Armstrong.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Use a wide range of vocabulary of everyday historical terms.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different period [e.g. Queen Elizabeth I and Queen Victoria; Christopher Columbus and Neil Armstrong.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>The Roman Empire and its impact on Britain</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Britain's settlement by Anglo-Saxons and Scots- and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Study a non-European society– one study chosen from Early Islamic civilisation, including a study of Baghdad c. AD900; Mayan civilisation c AD900; Benin (West Africa) c AD900 – 1300.</p> <p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p>	<p>Study a non-European society that provides contrasts with British history, discuss these contrasts and differences– one study chosen from Early Islamic civilisation, including a study of Baghdad c. AD900; Mayan civilisation c AD900; Benin (West Africa) c AD900 – 1300.</p> <p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p>

<p>Interpretations of history</p>	<p>Exploring, observing and finding out about people and places.</p> <p>Understand the past through settings, characters and events encountered in books and storytelling.</p>	<p>Changes within living memory within the UK Events beyond living memory that are significant nationally (e.g. Great Fire of London, first aeroplane flight or event commemorated through festivals or anniversaries.</p> <p>Children are beginning to identify a way in which the past is represented such as photographs, stories and films.</p>	<p>Changes within living memory within the UK Events beyond living memory that are significant nationally (e.g. Great Fire of London, first aeroplane flight or event commemorated through festivals or anniversaries.</p> <p>Children are beginning to identify a way in which the past is represented such as photographs, stories and films.</p>	<p>Children show knowledge and understanding of some of the main events, people and changes studied- discuss any variations in the sources of evidence.</p>	<p>Children begin to show some understanding that aspects of the past have been represented and interpreted in different ways.</p>	<p>Children show some understanding that aspects of the past have been represented and interpreted in different ways.</p>	<p>Children describe and begin to analyse, why there are different historical interpretations of events, people and changes.</p> <p>Children know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this</p>
<p>Historical Enquiry</p>		<p>Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features and events. Understand two ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features and events. Understand more than two ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
<p>Organisation and communication</p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>				<p>Recall, select and organise historical information Communicate their knowledge and understanding.</p>		<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>