

History Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Chronological Understanding							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p>Learners will be able to:</p> <ul style="list-style-type: none"> -Know that the past has already happened and that the present is what is happening now. -Talk about past and present events that have happened in their own lives in the correct order. <p><u>Added by EYFS teacher</u></p> <ul style="list-style-type: none"> -Recall and sequence events in everyday life and stories. -Use everyday language related to time, 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use words and phrases such as old, new, past, present, and future. <p><i>-Sequence events or artefacts in chronological order.</i></p>	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use words and phrases such as earliest, latest, century, new, newest, old, oldest, modern, before, after to show the passing of time. <p><i>-Sequence artefacts/events that are closer together in order-begaining to check with references books/online.</i></p> <p><i>Order dates from earliest to latest on simple timelines.</i></p>	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use additional words and phrases such as century, decade. <p><i>-Use timelines to sequence and place events in chronological order.</i></p> <p><i>-Understand how to read/use a timeline and that it can be divided into BCE and AD.</i></p> <p><i>-Use dates and terms related to the period of time being studied.</i></p>	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use additional terms related to the unit of study - referring back to previous periods of time studied. <p><i>-Place events from period studied on a timeline, using specific dates-cross referring with other sources.</i></p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> -Sequence key events of time studied on a timeline – local, national, and international. <p><i>-Make comparisons between different periods in history.</i></p> <p><i>-Relate current studies to previous studies.</i></p> <p><i>-Accurately use dates and terms to describe historical periods.</i></p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> -Sequence up to ten events on a timeline, using key periods as reference points: BCE/AD, Romans, Anglo-Saxons etc. <p><i>-Use timelines to demonstrate changes and development in culture from around the world.</i></p> <p><i>-Describe main changes in a period of history-governance, social equality, religion & beliefs, peace & conflict.</i></p>	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to show a secure understanding of chronology across a range of historical periods, Noting connections, contrasts and trends over time. They may also speculate how present events and actions might be seen and</p>

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							judged in the future.
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Historical Interpretation							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Talk about themselves and events that have happened in their past. <p><u>Added by EYFS teacher</u></p> <ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use pictures, photographs, and artefacts to find out about the past. -Start to use stories or accounts to distinguish between facts and fiction. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Compare two versions of a past event. -Use pictures, photographs and artefacts to find out about the past. -Use stories or accounts to distinguish between fact and fiction. -Explain that there are different types of evidence and sources that can be used to help represent the past. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Know our knowledge of the past is constructed from a range of sources and name those sources. -Look at multiple versions of the same event in history and identify similarities and differences. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Know our knowledge of the past is constructed from a range of sources. -Identify primary and secondary sources. -Explain why some historical accounts of the past may be different. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Find and analyse a wide range of evidence about the past. -Start to understand the difference between primary and secondary evidence and the impact on reliability. -Begin to evaluate the usefulness of different sources. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use a range of evidence to offer some clear reasons for different interpretations of events. -Consider different ways of checking the accuracy of interpretations of the past. -Show an awareness of the concept of propaganda. -Understand that sources may have an element of bias. 	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

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including figures from the past.							
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Historical Investigations							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Be curious about people and show interest in stories -Answer 'how' and 'why' questions... in response to stories or events 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Ask questions related to historical artefacts and sources. -Find answers to simple questions about the past using different sources e.g., pictures, stories. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use different sources to answer simple questions about the past. -Use sources to ask questions e.g., why, what, who, how, where? -Begin to assess the effectiveness of sources. -Choose and select evidence and say how it can be used to find out about the past. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use a range of sources to find out about the past. -Ask and answer questions such as: How did people...? What did people do for...? -Suggest sources of evidence to help to answer questions. -Begin to undertake their own research. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Gather more detail from sources such as maps to build up a clearer picture of the past. -Ask and answer questions such as: what was it like for a ...during...? Use a wider range of different evidence to collect proof about the past. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Recognise when they are using primary and secondary sources of information to investigate the past. -Select the most appropriate sources of evidence for a particular task. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Select and record one aspect of life or a key event in the past through careful selection of relevant historical information. -Begin to inform own opinions, referring to knowledge gathered from several sources together in a fluent account. 	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.</p>

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Knowledge and Understanding of Events, People, Places and the Changes in the Past							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Begin to identify differences and similarities between life now and in the past and talk about changes that have occurred. -Begin to talk about differences and similarities about stories and artefacts. <p><u>Added by EYFS teacher</u></p> <ul style="list-style-type: none"> -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Recognise the difference between past and present in their own life and others' lives. -Recount episodes from stories about the past. -Describe similarities and differences in artefacts 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Recognise why people did things, why events happened and what happened as a result. -Identify differences between ways of life at different times. -Recount main events from a period covered. -Describe confidently similarities and differences in artefact collections. -Describe significant individuals from the past. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use evidence to describe the past -Use evidence to find out how things change during a time period. -Begin to identify reasons for people's actions. -Study changes through a period of time, looking at similarities and differences – using timelines. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use evidence to identify key features of a time period, describing features of past societies and cultures. -Begin to offer reasonable explanations for key events using evidence to describe the past. -Describe how some past events/people affect life today. -Look for links and effects in time period studied. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Identify some causes and consequences of main key events within the period of study -Examine causes and results of key events and the impact it had. -Compare similarities and differences using evidence of life in early and late period of study. -Study different aspects of different people within a period of study e.g., social, cultural. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Give own reasons why changes may have occurred, using sourced evidence. -Choose reliable sources of evidence to identify changes across a time period. -Show identified changes on a timeline. -Make links between some features of past societies. -Provide explanations of a past event in terms of cause and effect using supporting evidence. 	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to show a secure understanding of significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in</p>

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-Engage in non-fiction books.					-Identify key dates and events of time studied.	-Know key dates, characteristics and events of time studied.	increasingly sophisticated ways
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Presenting, Organising and Communicating							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use language associated with time; today, yesterday, now, next, then, before, soon. -Talk, write and draw about past events in their lives and in the lives of family members. <p><u>Added by EYFS teacher.</u></p> <p>Remember and talk about significant events in their own experience. Extends vocabulary, especially by grouping and naming, exploring the meaning and</p>	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use historical vocabulary to retell simple stories about the past. -Talk write and draw about things from the past. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Use historical vocabulary to retell simple stories about the past using more generic terms, such as Victorian. -Use and understand the vocabulary of monarch, parliament, government, and remembrance. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Explain own historical knowledge and understanding through recounts, labelled diagrams, and leaflets. -Start to present ideas based on their own research about a studied period. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Present findings about the past using dates and terms with increasing accuracy. -Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. -Communicate and organise ideas about the past using different genres of writing. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Present findings about the past using dates and terms correctly. -Discuss the most appropriate way to present information, realising the intended audience. -Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. 	<p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> -Present, communicate and organise ideas about the past using detailed discussions, debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, and news reports. -Plan and present a self-directed project or research about the studied period. 	<p>Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely.</p> <p>Year 6s may be judged as greater depth if they are able to show a secure understanding of</p>

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