



Sacred Heart RC Primary School
 'Where Every Heart is Sacred'

Whole-School Curriculum Progression Map: History

History	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological Understanding	<ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history - Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> - Place known events and objects in chronological order - Sequence events and recount changes within living memory - Describe memories and changes that have happened in their own lives - Use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> - Place some historical periods in a chronological framework - Sequence several events, artefacts or historical figures on a timeline using dates - Use an increasing range of common words and phrases relating to the passing of time, including BC and AD, and historical terms related to the period of study. 	<ul style="list-style-type: none"> - Order an increasing number of significant events on a timeline using dates accurately - Understand how some historical events/periods occurred concurrently in different locations.
Understanding Events, People and Changes	<ul style="list-style-type: none"> - Talk about the lives of people around them and their role in society 	<ul style="list-style-type: none"> - Know and recount some key aspects of significant events they have studied - Identify some similarities and differences between ways of life in different periods - Discuss the lives of significant individuals in the past - Understand the terms cause and consequence and understand that historical events have causes and consequences. - Begin to understand old and new things across periods of time - Begin to understand that some things change and some things stay the same (continuity) 	<ul style="list-style-type: none"> - Compare the everyday lives of people in periods studied with the present - Explain how people and events studied have influenced life today - Identify key features, aspects and events of periods studied - Make connections and contrasts between aspects of history, people, events and artefacts studied. - Explore historically significant people and events and understand the reasons they are important. - Begin to understand the causes and consequences of historical events, including long after the event is over - Identify things that have changed and stayed the same between periods. - Identify reasons for continuity and change. - Begin to understand some sudden changes in history. 	<ul style="list-style-type: none"> - Describe key features of the past in the everyday lives of people - Note connections, contrasts and trends over time in everyday lives of people. - Use appropriate historical terms when describing connections, contrasts, and trends over time. - Give some reasons for important historical events - Explore a range of significant people in different periods and explain their impact - Understand the short and long-term consequences of events across countries and civilisations - Explain why some periods have more changes and others have more continuity - Begin to categorise changes into political, economic, social and technological. - Identify key sudden changes or "turning-points" in history
Historical Enquiry	<ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> - Use parts of stories, artefacts and other sources to show that they know and understands key features of events - Observe or handle evidence to ask and answer simple questions about the past - Sort artefacts from 'then' and 'now' 	<ul style="list-style-type: none"> - Use a range of primary and secondary sources to find out about life in the past. - Use sources of information in ways that go beyond simple observations to answer questions about the past - Use sources to devise their own historical questions about the past - Begin to undertake their own research 	<ul style="list-style-type: none"> - Compare sources of information available for the study of different times in the past - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources - Investigate their own lines of inquiry by posing historically valid questions to answer
Historical Interpretations	<ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - Begin to compare two versions of past events - Begin to understand that there can be different versions of the same event from the past - Observe and use pictures, photographs or artefacts to find out about the past - Talk about important people and events and explain why they are important 	<ul style="list-style-type: none"> - Identify differences between sources - Understand that sources can contradict each other - Begin to understand some of the ways in which historians investigate the past. - Begin to understand the concept of significance 	<ul style="list-style-type: none"> - Understand that the type of information available depends on the period of time studied - Evaluate a range of evidence about the past - Know that people in the past represent events or ideas in a way that might be to persuade others - Understand the concept of significance and that some may disagree about what is significant
Organisation and Communication	<ul style="list-style-type: none"> - Talk about what they have learned about the past 	<ul style="list-style-type: none"> - Record what they have learned about the past by drawing and writing - Use a wide vocabulary of everyday historical terms - Speak about how they have found out about the past 	<ul style="list-style-type: none"> - Use technical historical vocabulary when writing about what they have learnt. - Communicate his/her learning in an organised and structured way, using appropriate terminology 	<ul style="list-style-type: none"> - Present findings and communicate knowledge and understanding in different ways - Provide an account of a historical event based on more than one source
Substantive Concepts		building the church	society, <u>civilisation</u> city, <u>city-state</u>	money, tax, barter, <u>economy</u> exploration, <u>colonisation</u>



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		city commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king society technology trade transport travel war: battle, conflict	conquest culture government: parliament, <u>democracy</u> empire discrimination: racism and sexism, <u>enslavement</u> entertainment farming golden age nation/country, <u>kingdom</u> knowledge leisure travel, <u>migration</u> ruler: king, emperor, pharaoh, <u>monarchy</u> money, tax, barter power ruler: king, <u>emperor, pharaoh</u> settlement tribe war: battle, conflict, <u>invasion, army</u>	decolonisation occupation (of territory) propaganda ritual sacrifice treaty war: battle, conflict, invasion army, <u>military</u>
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