



HISTORY PROGRESSION MAP KEY STAGE 1

CHRONOLOGICAL AWARENESS

LKS2	UKS2
<p>Children will know/be able to:</p> <ul style="list-style-type: none"> • that history is divided into periods of history e.g., ancient times, Middle Ages and modern. • that BC means Before Christ and is used to show years before the year 0. • that AD means Anno Domini and can be used to show years from the year 1AD. • begin to develop a chronologically secure knowledge of local, British and world history across the periods studied. • sequence events on a timeline, referring to times studied in KS1 to see where these fit in. • use dates to work out the interval between periods of time and the duration of historical events or periods. • use BC/AD/Century. • sequence eight to ten artefacts, historical pictures or events. • place the time studied on a timeline. • use dates and terms related to the unit and passing of time e.g., millennium, continuity and ancient. • notice connections over a period of time. • make a simple individual timeline. 	<p>Children will know/be able to:</p> <ul style="list-style-type: none"> • relevant dates and relevant terms for the period and period labels e.g., Stone Age, Bronze Age, Iron Age, Romans, Tudors, Greeks and Victorians. • develop a chronologically secure understanding of British, local and world history across the periods studied. • sequence events on a timeline, comparing where it fits in with times studied in previous year groups. • understand the term “century” and how dating by centuries works. • put dates in the correct century. • use the terms AD and BC in their work. • place the time, period of history and context on a timeline. • relate current study on timeline to other periods of history studied. • compare and make connections between different contexts in the past. • sequence 10 events on a timeline.

HISTORICAL ENQUIRY

	LKS2	UKS2
<i>Posing historical questions</i>	<ul style="list-style-type: none"> • understand how historical enquiry questions are structured. • ask questions about the main features of everyday life in periods studied, e.g., How did people live? • create questions for different types of historical enquiry. • ask questions about the bias of historical evidence. 	<ul style="list-style-type: none"> • plan a historical enquiry and suggest the evidence needed to carry out the enquiry. • ask historical questions of increasing difficulty e.g., who governed, how and with what results? • create a hypothesis to base an enquiry on. • ask questions about the interpretations, viewpoints and perspectives held by others.
<i>Gathering, organising &</i>	<ul style="list-style-type: none"> • use a range of sources to construct knowledge of the past. • define the terms ‘source’ and ‘evidence’. 	<ul style="list-style-type: none"> • use different sources to make and substantiate historical claims.

<i>evaluating evidence</i>	<ul style="list-style-type: none"> • select and record relevant information from a range of sources to answer a question. • identify primary and secondary sources. • identify the bias of a source. • compare and contrast different historical sources. 	<ul style="list-style-type: none"> • develop an awareness of the variety of historical evidence in different periods of time. • distinguish between fact and opinion. • recognise 'gaps' in evidence. • use a range of different historical evidence to dispute the ideas, claims or perspectives of others. • consider a range of factors when discussing the reliability of sources, e.g., audience, purpose, accuracy, the creators of the source.
<i>Interpreting findings, analysing & making connections</i>	<ul style="list-style-type: none"> • understand that there are different ways to interpret evidence. • interpret evidence in different ways. • understand and make deductions from documentary as well as concrete evidence e.g., pictures and artefacts. • make links and connections across a period of time, cultures, or groups. • ask the question, "How do we know?" 	<ul style="list-style-type: none"> • interpret evidence in different ways using evidence to substantiate statements. • make increasingly complex interpretations using more than one source of evidence. • make connections, draw contrasts, and analyse within a period and across time. • begin to interpret simple statistical sources.
<i>Evaluating & Drawing conclusions</i>	<ul style="list-style-type: none"> • understand that there may be multiple conclusions to a historical enquiry question. • reach conclusions that are substantiated by historical evidence. • recognise similarities and differences between past events and today. 	<ul style="list-style-type: none"> • reach conclusions which are increasingly complex and substantiated by a range of sources. • evaluate conclusions and identify ways to improve conclusions.
<i>Communicating findings</i>	<ul style="list-style-type: none"> • communicate knowledge and understanding through discussion, debates, drama, art, and writing. • construct answers using evidence to substantiate findings. • create a simple reconstruction of a past event using the evidence available to draw, model, dramatize, write, or retell the story. • describe past events orally or in writing, recognising similarities and differences with today. 	<ul style="list-style-type: none"> • communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • construct structured and organised accounts using historical terms and relevant historical information from a range of sources. • construct explanations for past events using cause and effect. • use evidence to support and illustrate claims.

PROGRESSION OF KNOWLEDGE (DISCIPLINARY CONCEPTS)

	LKS2	UKS2
<i>Change & Continuity</i>	<ul style="list-style-type: none"> • know that change can be brought about by advancements, eg in materials, trade, transport and travel. • identify reasons for change and reasons for continuity. • compare different periods of history and identify changes and continuity. 	<ul style="list-style-type: none"> • know that change can be brought about by conflict. • make links between events and changes within and across different time periods/societies. • identify and present the reasons for changes and continuity. • describe the links between different societies.

	<ul style="list-style-type: none"> • identify the links between different societies 	
<i>Cause & Consequence</i>	<ul style="list-style-type: none"> • know that the actions of people can be the cause of change. • know that advancements in science and technology can be the cause of change • identify the consequences of events and the actions of people. • identify reasons for historical events, situations, and changes. 	<ul style="list-style-type: none"> • know that members of society standing up for their rights can be the cause of change. • start to analyse and explain the reasons for, and results of historical events, situations, and change
<i>Similarities & Differences</i>	<ul style="list-style-type: none"> • identify similarities and differences between periods of history. • explain similarities and differences between daily lives of people in the past and today. 	<ul style="list-style-type: none"> • describe similarities and differences between social, cultural, religious, and ethnic diversity in Britain and the wider world. • make links with different time periods studied. • describe change throughout time.
<i>Historical Significance</i>	<ul style="list-style-type: none"> • know that significant archaeological findings are those which change how we see the past. • know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. • recall some important people and events. • identify who is important in historical sources and accounts. 	<ul style="list-style-type: none"> • know how historians select criteria for significance and that this changes. • identify and compare significant people and events across different time periods.
<i>Sources of Evidence</i>	<ul style="list-style-type: none"> • know that archaeological evidence can be used to find out about the past. • know that we can make inferences and deductions using images from the past. • use a range of sources to find out about a period. • use evidence to build up a picture of a past event. • observe the small details when using artefacts and pictures. • know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • know that assumptions made by historians can change in the light of new evidence. 	<ul style="list-style-type: none"> • understand that inventories and censuses are useful sources of evidence to find out about people from the past. • know that the most reliable sources are primary sources which were created for official purposes. • recognise primary and secondary sources. • use a range of sources to find out about a particular aspect of the past. • identify bias in a source and identify the value of a source to historical enquiry and the limitations of sources. • describe how secondary sources are influenced by the beliefs, cultures, and time of the author. • know that we must consider a source's audience, purpose, creator, and accuracy to determine if it is a reliable source. • understand that there are different interpretations of historical figures and events.
<i>Historical Interpretations</i>	<ul style="list-style-type: none"> • identify and give reasons for different ways in which the past is represented. • explore different representations from the period e.g., archaeological evidence, museum evidence, cartoons, and books. • evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> • compare accounts of events from different sources. • suggest explanations for different versions of events. • evaluate the usefulness of historical sources. • develop strategies for checking the accuracy of evidence. • address and devise historically valid questions. • understand that different evidence creates different conclusions. • evaluate the interpretations made by historians.

PROGRESSION OF KNOWLEDGE (SUBSTANTIVE CONCEPTS)

	LKS2	UKS2
<i>Power (Monarchy, Empire & Government)</i>	<ul style="list-style-type: none"> • understand the development of groups, kingdom and monarchy in Britain. • understand the expansion of empires and how they were controlled across a large empire. • understand that societal hierarchies and structures existed including aristocracy and peasantry. • understand some reasons why empires fall/collapse. 	<ul style="list-style-type: none"> • understand how the monarchy exercised absolute power. • understand the process of democracy and parliament in Britain. • understand that different empires have different reasons for their expansion and/or decline. • understand that there are changes in the nature of society.
<i>Invasion, Settlement & Migration</i>	<ul style="list-style-type: none"> • know that there were different reasons for invading/migrating to Britain. • know that settlement created tensions and problems. • understand the impact of settlers on the existing population. • understand the earliest settlements in Britain. • know that settlements changed over time. 	<ul style="list-style-type: none"> • understand there are increasingly complex reasons for migrants coming to Britain. • understand that migrants come from different parts of the world. • know about the diverse experiences of the different groups coming to Britain over time.
<i>Civilisation (social & cultural)</i>	<ul style="list-style-type: none"> • understand how invaders and settlers influence the culture of the existing population. • understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • know that education existed in some cultures, times, and groups. 	<ul style="list-style-type: none"> • understand the changes and reasons for the organisation of society in Britain. • understand how society is organised in different cultures, times, and groups. • be able to compare development and role of education in societies. • understand the changing role of women and men in Britain. • understand that there are differences between early and later civilisations.
<i>Trade</i>	<ul style="list-style-type: none"> • know that communities traded with each other in the Prehistoric Period. • understand that trade began as the exchange of goods. • understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. • understand that trade develops in different times and ways in different civilisations. • understand that the traders were the rich members of society. 	<ul style="list-style-type: none"> • know that trade routes from Britain expanded across the world. • understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g., silk, spices, and precious metals). • understand that the expansion of trade routes increased the variety of goods available. • understand that the methods of trading developed from in person to boats, trains, and planes. • begin to understand the development of global trade.
<i>Beliefs</i>	<ul style="list-style-type: none"> • understand that there are different beliefs in different cultures, times, and groups, eg Ancient Greek or Egyptian pantheons. • know about paganism and the introduction of Christianity in Britain. • begin to learn how Christianity spread. • compare the beliefs in different cultures, times, and groups 	<ul style="list-style-type: none"> • be aware of the different beliefs that different cultures, times and groups hold. • understand the changing nature of religion in Britain and its impact. • be aware of how different societies practise and demonstrate their beliefs. • be able to identify the impact of beliefs on society.

<i>Achievements</i>	<ul style="list-style-type: none">• be able to identify achievements and inventions that still influence our lives today eg legacy and contribution of the Anglo-Saxons.• be able to identify significant achievements of early societies, eg Ancient Egypt.	<ul style="list-style-type: none">• understand that people in the past were as inventive and sophisticated in thinking as people today.• know that new and sophisticated technologies allowed cities to develop.• understand the impact of war on local communities & daily life.
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