Ickleford Primary School **Progression Map: History**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	adult, change, grown, new, past, then, photograph, a long time ago, child, history, now, present, toddler, similar, baby, different, old, teenager, order, king, present, rule, queen, royalty, family, community, timeline, first, next, in the end, days of the week, months of the year, seasons of the year, celebrate, celebrations, Mary Anning, Guy Fawkes, dinosaur, prehistoric, palaeontologist, fossil.	celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline, artefact, century, decade, evidence, historian, modern, sequence, source, special, achievement, beyond living memory, coat of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, North Pole, qualities, resilience, solo, transport, voyage, yacht.	past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, beyond living memory, preferred, eyewitness, flight, historic, historically significant, inventor, primary source, absolute monarchy, Anglo-Saxon, anointing, Archbishop of Canterbury, armed forces, attack, bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer, coronation, crowning, defend, earl, Edward the Confessor, fortified manor house, gatehouse, government, Harold Godwinson, Earl of Wessex, Harald Hardrada, Head of State, invade, investing.	Stone Age, BC, AD, prehistory, prehistoric, Ancient Egypt, Ancient Greece, Romans, Anglo-Saxons, Vikings, Tudors, Victorians, period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, settlement, archaeological evidence, evidence, limitations, Amesbury Archer, Stonehenge, artefacts, deduction, flint, duration, similarities, Boudicca, empire, inference, invasion, Romans, settlers, afterlife, Book of the Dead, civilisation, historically significant, immortal, mummification, preserve, Ra, River Nile, sarcophagus, hieroglyphics, pyramid,	childhood, continuity, change, chronological order, inference, observation, apprentice, chaffing wheat, hot seat, master, oath, primary source, secondary source, trapper, hurrier/hurrying, gin, textile mills, bird scarer, domestic servant, working conditions, historically significant, Factory Acts, parliament, government, ragged schools, poverty, bill. Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers, abandon, city-state, Classic period, creation story, decline, drought, hieroglyphics, pyramid, rainforest, slash and burn, tropical rainforest, Mayan.	Tudor, Battle of Bosworth, Henry VII, Elizabeth of York, Henry VIII, tyrant, fair, ruler, monarch, portrait, interpretation, primary source, secondary source, bias, historical investigation, Ann Boleyn, Catherine of Aragon, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, heir, evidence, Royal Progress, propaganda, image, litter, assembly, constitutional monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative democracy, bobbins, can-hooker, carding, census, comparing condition, enumeration books, enumerator, flax, flax linen, flax mill spinner, governess, head of household, inference, joiner, observation, overlooker, piecer, reconstruct, schedule, scholar, shilling, suffragette, textile mill, textile, textiles, William Dodd, yarn.	abandon, city state, Classic period, creation story, decline, deforestation, drought, hieroglyphics, pyramid, rainforest, slash and burn, tropical rainforest, accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability, Alan Turing, criteria, issuing bank, historically significant, Jane Austin, Joseph William Turner, remarkable, remembered, watermark, Winston Churchill, Lily Parr, Betty Snowball.

						Vikings, Anglo-Saxon Chronical, balance, bias, cause, consequence, Danelaw, event, longboat, one-side, perspective.	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Awareness – Progression of Knowledge and Skills							
Chronological Awareness (Progression of Knowledge)	To know that someone's age is the time since they were born. To know that they started life as a baby but have since grown and changed. To know that some people are older than others To know that parents are older than children and grandparents are older than parents. To know some language for talking about the passing of time and events that have already happened even if used inaccurately. (before, yesterday, last week, last year).	To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline, then look back. To know that 'the past' is events that have already happened. To know that 'the present' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago,	To know that events in history may last different amounts of time To know a decade is ten years.	To know that history is divided into periods of history, e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43 To know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that The Stone Age, Bronze Age and Iron Age periods are named after the materials that were		To understand the term "century" and how dating by centuries works (e.g. the 1500s are known as the 16th century) To know relevant dates and relevant terms for the period and label terms for the periods and period labels, e.g. Stone Age, Bronze Age, Iron Age Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs and Victorians.	

				commonly used to make tools. To know that the Tudor period is the name of the periods from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.			
Chronological Awareness (Progression of Skills)	To begin to sequence events when describing them (e.g. daily routines, events in a story) To recognise that some stories are set a long time ago. To recognise significant dates for them (birthday) To begin to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery". To recount activities that happened in their past using photos as a prompt.	To sequence three or four events in their own life (e.g. birthday, starting school, starting Year 1). To use common words and phrases for the passing of time (e.g. now, long ago, then, before, after). To sequence three or four artefacts or photographs from different periods of time. To place events on a simple timeline. To record on a timeline a sequence of historical stories heard orally.	To sequence up to six photographs, focusing on the intervals between events. To place events on a timeline, building on times studied in Year 1. To begin to recognise how long each event lasted. To know where people/events studied fit into a chronological framework.	To sequence events on a timeline, referring to times studied in KS1 to see where these fit in. To understand that history is divided into periods of history, e.g. ancient times, middle ages and modern. To use dates to work out the interval between periods of time and the duration of historical events or periods. To use BC, AD and Century. To sequence eight to ten artefacts, historical pictures or events. To begin to develop a chronologically secure knowledge of local, British and worlds history across the periods studied. To place the time studied on a timeline. To use dates and terms related to the unit and passing of time, e.g.		To sequence events on a timeline, comparing where it fits in with times studied in previous year groups. To understand the term "century" and how dating by centuries works. To put dates in the correct century. To use the terms AD and BC in their work. To use relevant dates and relevant terms for the period and period labels, e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Aztecs and Victorians. To develop a chronologically secure understanding of British, local and world history across the periods studied. To place the time, period of history and context on a timeline.	

				millennium, continuity and ancient. To notice connections over a period of time. To make a simple individual timeline.		To relate current study on a timeline to other periods of history studied. To compare and make connections between different context in the past. To sequence 10 events on a timeline.	
Substantive (Abstract) Concepts – Progression of Knowledge							
Power (monarchy, government and empire)	To know that in fairytales kings/queens are usually important, powerful people who rule over others	N/A	To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs.	To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse.		To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.	
Achievements and follies of mankind	To recognise some interests and achievements from their own lives and the lives of their families and friends.	To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers).	To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals	To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.		To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop.	

			(e.g. those involved with the history of flight).	To be aware of the achievements of the Ancient Egyptians.		To understand the impact of war on local communities. To know some of the impacts of war on daily lives.	
Invasion, settlement and migration	N/A	N/A		To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time.		To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time.	
Civilisation (social and cultural)	N/A	N/A	N/A	To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some		To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different	

				cultures, times and groups.		cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.	
Trade	N/A	N/A	N/A	To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society		To know that trade routes from Britain expanded across the world. To 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. To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade.	
Beliefs	N/A	N/A	N/A	To understand that there are different beliefs in different cultures, times and groups.		To be aware of the different beliefs that different cultures, times and groups hold.	

				To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.		To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.	
Disciplinary Concepts – Progression of Skills and Knowledge							
Change and Continuity	To be aware of changes that happen throughout the year (e.g. seasons, nature) To know that the environment around us changes as time passes.	To be aware that some things have changed and some have stayed the same in their own lives. To describe simple changes and ideas/objects that remain the same. To understand that some things change while other items remain the same and some are new. To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time.	To recognise some things which have changed / stayed the same as the past. To identify simple reasons for changes. To know that daily life has changed over time but that there are some similarities to life today.	To identify reasons for change and reasons for continuities. To identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies. To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade.		Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. To know that change can be brought about by conflict. To know that change can be traced using the census.	
Cause and Consequence	To experience cause and effect in play - achieved through continuous provision.	To ask why things happen and begin to explain why with support. To know that everyday objects have changed	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened	To identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes		To give reasons for historical events, the results of historical events, situations and changes.	

		as new materials have been invented.	and what happened as a result. To know that changes may come about because of improvements in technology.	To know that the actions of people can be the cause of change (e.g. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change		To start to analyse and explain the reasons for, and results of historical events, situations and change. To know that members of society standing up for their rights can be the cause of change.	
Similarities and Differences	To begin to recognise similarities and differences between the past and today. To use photographs and stories to compare the past with the present day.	To begin to look for similarities and differences over time in their own lives. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past.	To identify similarities and difference between ways of life at different times. To find out about people, events and beliefs in society. To make comparisons with their own lives. To know that there are explanations for similarities and differences between children's lives now and in the past.	To identify similarities and differences between periods of history. To explain similarities and differences between daily lives of people in the past and today. To identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.		To describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. To make links with different time periods studied. To describe change throughout time.	
Historical Significance	To recall special people in their own lives To know the names of people that are significant to their own lives.	To recall special events in their own lives To know that some people and events are considered more 'special' or significant than others.	To discuss who was important in a historical event. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who	To recall some important people and events. To identify who is important in historical sources and accounts. To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which		To identify significant people and events across different time periods. To compare significant people and events across different time periods. To explain the significance of events, people and developments.	

			changed many people's lives.	changed many people's lives and had an impact for many years to come.		To know how historians select criteria for significance and that this changes.	
Sources of Evidence	To use photographs and stories to compare the past with the present day. To use stories and non-fiction books to find out about life in the past. To know that stories and books can tell us about the past.	To use artefacts, photographs and visits to museums to answer simple questions about the past. To find answers to simple questions about the past using sources (e.g. artefacts). To sort artefacts from then and now. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through.	To use artefacts, photographs and visits to museums to ask and answer questions about the past. To make simple observations about a source or artefact. To use sources to show an understanding of historical concepts (see above). To identify a primary source. To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.	To use a range of sources to find out about a period. To use evidence to build up a picture of a past event. To observe the small details when using artefacts and pictures. To identify sources which are influenced by the personal beliefs of the author. To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.		To recognise primary and secondary sources. To use a range of sources to find out about a particular aspect of the past. To identify bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. To describe how secondary sources are influenced by the beliefs, cultures and time of the author. To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.	

						To understand how to compare different census extracts by analysing the entries in individual columns. To know that the most reliable sources are primary sources which were created for official purposes.	
Historical Interpretations	To begin to understand that the past can be represented in photographs and drawings.	To begin to identify different ways to represent the past (e.g. photos, stories). To develop their own interpretations from historical artefacts. To know that the past can be represented in photographs.	To recognise different ways in which the past is represented (including eye-witness accounts). To compare pictures or photographs of people or events in the past. To develop their own interpretations from photographs and written sources. To know that the past is represented in different ways.	To identifying and giving reasons for different ways in which the past is represented. To identify the differences between different sources and giving reasons for the ways in which the past is represented. To explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. To evaluate the usefulness of different sources. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.		To compare accounts of events from different sources. To suggest explanations for different versions of events. To evaluate the usefulness of historical sources. To identify how conclusions have been arrived at by linking sources. To develop strategies for checking the accuracy of evidence. To address and devise historically valid questions. To understand that different evidence creates different conclusions. To evaluate the interpretations made by historians. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different	

						interpretations of historical figures and events.	
Historical Enquiry – Progression of Skills							
Posing Historical Questions	To ask questions about the differences they can see in photographs or images (in stories) that represent the past.	To ask how and why questions based on stories, events and people. To ask questions about sources of evidence (e.g. artefacts).	To ask a range of questions about stories, events and people. To understand the importance of historically-valid questions	To understand how historical enquiry questions are structured. To create historically-valid questions across a range of time periods, cultures and groups of people. To ask questions about the main features of everyday life in periods studied, e.g. how did people live. To create questions for different types of historical enquiry. To ask questions about the bias of historical evidence.		To plan a historical enquiry. To suggest the evidence needed to carry out the enquiry. To identify methods to use to carry out the research. To ask historical questions of increasing difficulty e.g. who governed, how and with what results? To create a hypothesis to base an enquiry on. To ask questions about the interpretations, viewpoints and perspectives held by others.	
Gathering, Organising and Evaluating Evidence	To make simple observations about the past from photographs and images.	To use sources of information, such as artefacts, to answer questions. To draw out information from sources. To make simple observations about the past from a source.	To understand how we use books and sources to find out about the past. To use a source to answer questions about the past. To evaluate the usefulness of sources to a historical enquiry. To select information from a source to answer a question. To identify a primary source.	To use a range of sources to construct knowledge of the past. To define the terms 'source' and 'evidence'. To extract the appropriate information from a historical source. To select and recording relevant information from a range of sources to answer a question. To identify primary and secondary sources. To identify the bias of a source. To compare and contrast different historical sources.		To use different sources to make and substantiate historical claims. To develop an awareness of the variety of historical evidence in different periods of time. To distinguish between fact and opinion. To recognise 'gaps' in evidence. To identify how sources with different perspectives can be used in a historical enquiry. To use a range of different historical	

						evidence to dispute the ideas, claims or perspectives of others. To consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.	
Interpreting Findings, Analysing and Making Connections	To make simple observations about the past from photographs and images.	To Interpret evidence by making simple deductions. To make simple inferences and deductions from sources of evidence. To describe the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).	To make links and connections across a unit of study. To select and use sections of sources to illustrate and support answers.	To understand that there are different ways to interpret evidence. To interpret evidence in different ways. To understand and make deductions from documentary as well as concrete evidence e.g. pictures and artefacts. To make links and connections across a period of time, cultures or groups. To ask the question "How do we know?		To interpret evidence in different ways using evidence to substantiate statements. To make increasingly complex interpretations using more than one source of evidence. To challenge existing interpretations of the past using interpretations of evidence. To make connections, drawing contrasts and analysing within a period and across time. To begin to interpret simple statistical sources.	
Evaluating and Drawing Conclusions	To decide whether photographs or images (e.g. from stories) depict the past.	To draw simple conclusions to answer a question.	To make simple conclusions about a question using evidence to support.	To understand that there may be multiple conclusions to a historical enquiry question. To reach conclusions that are substantiated by historical evidence. To recognise similarities and differences between past events and today.		To reach conclusions which are increasingly complex and substantiated by a range of sources. To evaluate conclusions and identifying ways to improve conclusions.	
Communicating Findings	To communicate findings by pointing to images and using simple language to explain their thoughts.	To communicate findings through discussion and timelines with physical objects/ pictures.	To communicate answers to questions in a variety of ways, including discussion, drama and writing	To communicate knowledge and understanding through discussion, debates, drama, art and writing.		To Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion,	

		To use vocabulary such as - old, new, long time ago. To discuss and write about past events or stories in narrative or dramatic forms. To express a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)	(labelling, simple recount). To use relevant vocabulary in answers. To describe past events and people by drawing or writing. To express a personal response to a historical story or event through discussion, drawing our writing.	To construct answers using evidence to substantiate findings. To identify weaknesses in historical accounts and arguments. To create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. To create a structured response or narrative to answer a historical enquiry. To describe past events orally or in writing, recognising similarities and differences with today		debates, drama, art, writing, blog posts and podcasts. To show written and oral evidence of continuity and change as well as indicting simple causation. To use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. To construct structured and organised accounts using historical terms and relevant historical information from a range of sources. To construct explanations for past events using cause and effect. To use evidence to support and illustrate claims	

National Curriculum Outcomes: