

Newnham St Peter's C of E Primary School

**History: Progression Map of Skills and Vocabulary**

*Each mixed year group, from Years 1 to 6, are taught three history topics per year over a two-year rolling curriculum.*

**The Early Years Foundation Stage Framework**

Pupils Understanding of the World - People and Communities Early Learning Goal

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. Pupils are given opportunities to focus on past and present in relation to themselves and family and develop sensitivity towards other children (creating a broader and deeper understanding of respect- one of our school values)

**Key Stage One**

Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements; significant historical events, people, and places in their own locality.

**Key Stage Two**

Pupils 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. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information, They understand how our knowledge of the past is constructed and shaped from a range of sources. In planning progression, we at Newnham St Peter's, ensure that we teach both local and world history and encourage our pupils in further research to deepen their understanding. Pupils will learn about various events from: Changes in Britain from Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlements by the Vikings, British history beyond 1066- WW2, achievements of the earliest civilisations, Ancient Greece and a non-European society.

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Historical Interpretations	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>start to compare two versions of a past event;</li> <li>observe and use pictures, photographs and artefacts to find out about the past;</li> <li>start to use stories or</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>look at more than two versions of the same event or story in history and identify differences;</li> <li>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>consider different ways of checking</li> </ul>

	<p>accounts to distinguish between fact and fiction;</p> <ul style="list-style-type: none"> <li>• explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>		<p>the accuracy of interpretations of the past;</p> <ul style="list-style-type: none"> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>• show an awareness of the concept of propaganda;</li> <li>• know that people in the past represent events or ideas in a way that may be to persuade others;</li> </ul> <p>begin to evaluate the usefulness of different sources.</p>
<p>Historical Investigations</p>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• observe or handle evidence to ask simple questions about the past;</li> <li>• observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>• choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a range of sources to find out about the past;</li> <li>• construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>• regularly address and sometimes devise own questions to find answers about the past;</li> </ul>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> </ul>

		<ul style="list-style-type: none"> <li>begin to undertake their own research.</li> </ul>	<ul style="list-style-type: none"> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
<b>Chronological Understanding</b>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>sequence artefacts and events that are close together in time;</li> <li>order dates from earliest to latest on simple timelines;</li> <li>sequence pictures from different periods;</li> <li>describe memories and changes that have happened in their own lives;</li> <li>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>	<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>Children can:</p> <ul style="list-style-type: none"> <li>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<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>Children can:</p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand and describe in some detail the main changes to an aspect in a period in history;</li> </ul>
<b>Knowledge and Understanding of Events, People and Changes in the Past</b>	<p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>recognise some similarities and differences between the past and the present;</li> <li>identify similarities and differences</li> </ul>	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>note key changes over a period of time and be able to give reasons for those changes;</li> <li>find out about the everyday lives of people in time studied compared with our life today;</li> <li>explain how people and events in the past have influenced life</li> </ul>	<p>Pupils should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>examine causes and results of great events and the impact these had on people;</li> </ul>

	<p>between ways of life in different periods;</p> <ul style="list-style-type: none"> <li>• know and recount episodes from stories and significant events in history;</li> <li>• understand that there are reasons why people in the past acted as they did;</li> <li>• describe significant individuals from the past.</li> </ul>	<p>today;</p> <ul style="list-style-type: none"> <li>• identify key features, aspects and events of the time studied;</li> <li>• describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
<p>Presenting, Organising and Communicating</p>	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• note key changes over a period of time and be able to give reasons for those changes;</li> <li>• find out about the everyday lives of people in time studied compared with our life today;</li> <li>• explain how people and events in the past have influenced life today;</li> <li>• identify key features, aspects and events of the time studied;</li> <li>• describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>• present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>• start to present ideas based on their own research about a studied period.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>• present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>• plan and present a self-directed project or research about the studied period.</li> </ul>

**Key History Vocabulary List**

<u>Year Groups</u>	<u>Key Vocabulary</u>
Pre-School and Reception	yesterday old new before after change/ changed past
1 & 2	decade artefact century chronology artefact evidence past present discovery long ago change significance local source timeline

3 & 4

community  
millennium  
period  
sequence  
continuity  
rich / poor  
explore  
conquest  
agriculture  
tribe  
BC  
Stone Age  
Prehistory  
Stone Age  
Iron Age  
Bronze Age  
Romans and their influence on Britain today: Caratacus, Boudicca, Julius Caesar  
Victorian  
Industrialisation/ Victorians  
Egypt Ancient Civilizations  
primary evidence  
secondary evidence  
invasion  
invader  
settler  
empire  
industry  
BC and AD

5 & 6

duration  
court  
poverty  
diversity  
nation  
culture  
government  
parliament  
international  
interpretation

	democracy civilization citizenship
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Notes

Spiral curriculum means that the vocabulary is repeated and used again as the children progress through each Key Stage/ Year Group.

There will also be a whole wealth of vocabulary linked to the key areas of historical study.