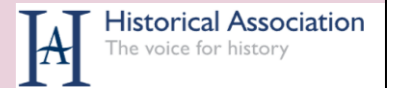




# Steyping CofE Primary School

## History Progression Map 2022/23



Keystage history

History Lead: Emily Scozzi

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Topics		<b>Mary Anning</b> <b>Space Race</b> <b>Florence Nightingale &amp; others</b>	<b>Great Fire of London</b> <b>Grace O'Malley</b> <b>Queen Elizabeth II</b>	<b>Tribal Tales</b> <b>James Lind</b>	<b>Romans</b> <b>Traders and Raiders</b> <b>First Heart Transplant</b>	<b>Tudors</b> <b>Egyptians</b> <b>Ancient Greece</b>	<b>WW2</b> <b>Industrial Revolution</b> <b>Ancient Mayans</b>
Key Concepts	FS 1 -Old, new, story, photograph, yesterday, this morning, remember  FS 2- Memory, passing of time, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend.	Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, old, new, important person / time, now, then. calendar	Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory, achievements.	Decade, century, period, before Christ (BC), during, artefact, sources, artefacts, historic buildings, rich, poor, compare, contrast, significant individual, civilisation, chronological, archaeologist, palaeontologists, contribution.	Invasion, settlement, influence, primary source, secondary source, Anno Domini (AD), empire, conquest, diversity, explorer, rebellion,	20 <sup>th</sup> Century, 19 <sup>th</sup> Century, commemoration, comparison, living memory, interpretation, agriculture,	Reliability, democracy, bias, objective, subjective, legacy
Era Specific Vocabulary		<b>Neil Armstrong:</b> astronaut, space race,  <b>Florence Nightingale:</b> lady of the lamp, Queen Victoria, Crimean war, nurse, wounded.  <b>Mary Anning</b> Fossil, dinosaur, prehistoric, rocks, science, search	<b>Great Fire of London:</b> Samuel Pepys, Pudding Lane, architecture, crowding  <b>Queen Elizabeth:</b> Queen, monarch, reign, jubilee, heir  <b>Grace O'Malley</b> Pirates, Blackbeard, linen, smock, Queen Elizabeth I	<b>Stone Age to Iron Age:</b> hunter gatherer, Palaeolithic, stone age, bronze age, Mesolithic, Neolithic, Skara brae, druids  <b>James Lind</b> naval surgeon, pioneering, navy vessels, disease, scurvy, typhus and dysentery	<b>Romans:</b> Caesar, centurion, empire, aqueduct, bath house, mosaic, legion, peninsula, Gods and Goddesses  <b>Anglo-Saxons and Scots:</b> Sutton Hoo, runes, Mercia, East Anglia, lyre, Offa's Dyke, Bayeux Tapestry, Seven Kingdoms, peasantry  <b>Vikings:</b> Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes.	<b>Ancient Egypt:</b> Pharaoh, tomb, Howard Carter, pyramids, mummy, mummification, hieroglyphics  <b>Ancient Greece:</b> Acropolis, democracy, government, empire, citizen, Parthenon, gymnasium  <b>Tudors</b> Banquet, Catholic, Protestant, Gallows, Monarch, Peasants	<b>Ancient Maya:</b> Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices  <b>World War 2:</b> Blitz, evacuee, Holocaust, axis, Nazi, rationing, concentration camps, invasion, allies, kinder transport  <b>Industrial Revolution</b> Machinery, London, Chimney, Steam, Billowing, Smokestacks, Iron, Warehouse

Chronological Understanding	Begin to describe a sequence of events, real or fictional, using words such as 'first, then...'	Show some awareness of the distinction between present and past in their own and other people's lives.  Sequence artefacts from distinctly different periods of time.  Sequence basic events in their own lives.  Use everyday terms about the passing of time.	Use information about the past to describe the differences between then and now.  Use basic key information to describe the past (e.g. simple dates).  Describe memories of key events in their life.  Use a time line to place events using language to describe basic chronological order.	Understand that a time line can be divided into BC (Before Christ and AD Anno Domini).  Use dates and terms related to the study unit and passing of time.  Use a time line to place key events / dates studied in approximately the right place.	Use terms related to the period and begin to date events including use of BC / AD.  Begin to use centuries to describe the past.  Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.	Relate current studies to previous studies.  Make comparisons between different times in the past.  Use relevant dates and terms. Know and sequence up to 10 events on a timeline. (of periods studied)	Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects.  Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.
Historical Knowledge and Understanding	Compare and contrast characters from stories including figures from the past.	Find out some facts about people long ago.  Find some facts about events that happened long ago.  Say why people may have acted as they did.	Use information to describe the past.  Use information about the past to describe the differences between then and now.  Look at evidence to give and explain reasons why people in the past may have acted in the way they did.	Uses evidence to find out about change during a time period.  Describes similarities and differences between people, events and objects.	Shows knowledge and understanding by describing features of past societies and periods.  Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life,	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.  Gives some causes and consequences of the main events, situations and changes in the periods studied.	Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods.  Gives own reasons why changes may have occurred, backed up with evidence.
		Recognise the difference between past and present in their own and others' lives.	Recount the main events from a significant event in history.		beliefs and attitudes may have occurred during a time period.  Describes how some of the past events/people affect life today.	Can discuss the impact and causes of historical change in Britain.	Describes similarities and differences between some people, events and objects studied.  Describes how some changes affect life today.
Historical Interpretation	Comment on images of familiar situations in the past.	Begin to identify and recount some details from the past from sources (such as pictures, stories).	Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.  Compare adults talking about the past – how reliable are their memories?	Look at and compare two versions of the same event in history and identify differences in the accounts.	Give reasons why there may be different accounts in history.  Recognise primary and secondary sources.	Look at different versions of the same event and identify how the accounts differ.  Give clear reasons why there may be different accounts of history.	Understand that the past has been represented in different ways.  Understand that some pieces of evidence are propaganda, opinion and misinformation and how this can affect interpretations of history.
Historical Enquiry	Begin to make sense of their own life-story and family's history.	Find answers to simple questions about the past from sources of information.	Answer questions about the past by making simple observations from historical sources.  Asks and answers simple questions such as: 'what was it like for...?'	With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  Ask questions such as, "How did people...?" 'What did people do for...?'	Begin to select and combine information from different sources.  Begin to use a range of sources to collect evidence about the past.  Ask questions such as 'what was it like for.....during....?'	Confidently use a range of sources to collect evidence about the past.  Choose reliable sources of evidence to help answer questions.  Realise that there is often not a single answer to historical questions.	Using their knowledge and understanding, children ask historical questions and evaluate historical sources and their reliability (secondary and primary).  Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.  Bring knowledge gathered from several sources together in a fluent account.

				Begin to suggest sources of evidence to help answer questions.			
--	--	--	--	--	--	--	--