

Englefield Primary School History Progression Map 2024

EYFS Early learning Goals	<ul style="list-style-type: none">- 'Past and Present'• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.					
KS1 NC	<ul style="list-style-type: none">• 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 and identify similarities and differences between ways of life in different periods.• They should use a wide vocabulary of everyday historical terms.• They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented					
KS2 NC	<ul style="list-style-type: none">• 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.• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.• They should understand how our knowledge of the past is constructed from a range of sources.					
Chronology						
Develop an understanding of the chronology of people, events, periods and civilisations studied						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Can describe differences between him or herself as a baby and as he or she is now. -Sequences images of themselves as baby, toddler and infant. -Use very simple timeline	-Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' -Uses timelines	-Uses dates to describe when events took place -Uses phrases like 300 years ago -Uses timelines to sequence events and gives reasons for the order	-Sequence events in simple narrative -Use terms BC/AD or BCE and CE -Talk about past in terms of periods eg Egyptian and Roman times -Understand that ancient means thousands of years ago -Start to spot anachronisms	-Can use key dates as markers of events -Accurately differentiate in a longer period Roman, Neolithic -Uses a timeline accurately	-Appreciate the idea of duration and interval when thinking about legacy -Use dates and specific terms to establish period detail Eg outbreak of war in 1939, Blitz Draws timelines	-Make links between several periods in history -Successfully match iconic images to the time periods studied

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Characteristic features						
Identify characteristic features of events, people, periods and civilisations studied						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Describe past and present in relation to stories and pictures -Differentiate between then and now -Identify old and new toys 	<ul style="list-style-type: none"> -Describe how life today differs from the past in terms of technology, clothing or transport 	<ul style="list-style-type: none"> -Understand the characteristic features of a period studied -Compare then and now and then and then -Understand change and why it occurs -Use of details and precise terms -Understand some people's experiences of the past would differ according to circumstance 	<ul style="list-style-type: none"> -Understand key characteristics of period studied and spot anachronisms -Understand main ideas associated with that society -Know that not everyone in the past had the same life (rich and poor in Tudor times) 	<ul style="list-style-type: none"> -Make links with different features of a society and explain beliefs and attitudes 	<ul style="list-style-type: none"> -Understand that people's experiences varied depending on status Eg evacuees and women in Ancient Greece 	<ul style="list-style-type: none"> -Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on social standing -Avoid sweeping generalisations
Change and continuity						
Develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal or occurred at a consistent rate						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Know some similarities and differences between now and the past relating to stories and their experiences 	<ul style="list-style-type: none"> -Match objects to people or situations from the past -Describe how life is different now to the past using some simple historical vocabulary 	<ul style="list-style-type: none"> -Talk about similarities and differences between two different time periods (not just then and now) 	<ul style="list-style-type: none"> -Sees simple changes between beginning and end of a long period -Identifies changes based on similarities and differences 	<ul style="list-style-type: none"> -Understands that changes don't always last -Grasps that change can happen quickly and can be reversed 	<ul style="list-style-type: none"> -Understands that some changes are called revolution because of the scale -Some changes are more significant than others -Some changes are slow and some are rapid 	<ul style="list-style-type: none"> -Understand the term turning point -See that some changes lead to others Understands that not all change is welcome

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Cause and Consequence						
Why people did things, why events happened and what happened as a result						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Explain why a character took an action -Explain why they took an action - use words such as myself, I, they and because 	<ul style="list-style-type: none"> -Give a reason why a real person acted as they did in a historical situation -Give simple consequences of somebody's actions 	<ul style="list-style-type: none"> -Give a clear explanation of an important event -Explain the consequences of events and people's actions 	<ul style="list-style-type: none"> -Analyse the actions of people in historical settings -See that events have more than one cause 	<ul style="list-style-type: none"> -Move from listing causes to giving more detail -Realise that events usually happen due to a range of reasons -Understand that there will be general and impersonal causes 	<ul style="list-style-type: none"> - Explain events in terms of classification -See consequences as immediate and long term -See causes as linked 	<ul style="list-style-type: none"> -Explain complex events using a range of causes and express explanation with reasoned argument
Historical Significance						
Develop an understanding that significance in historical terms implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for considerable time – possibly until now.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Recognise and describe special times and events for family and friends 	<ul style="list-style-type: none"> -Recognise and talk about who was important 	<ul style="list-style-type: none"> -Understand the concept that actions resulting in change are important 	<ul style="list-style-type: none"> -Recognise that events, people and developments are significant if they had consequences for others then or over time 	<ul style="list-style-type: none"> -Identify that significance reveals something about past societies and contemporary life 	<ul style="list-style-type: none"> -Use criteria to judge the significance of events, people or places 	<ul style="list-style-type: none"> -Recognise that historical significance varies over time and depending on who is ascribing the significance
Historical Interpretation						
How the past is represented and interpreted and give reasons for this						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Know that a familiar event can be represented in different ways -Understand that we cannot always 	<ul style="list-style-type: none"> - Can spot some differences between different versions of events -Realise there might be more than one way of looking at a 	<ul style="list-style-type: none"> -Know that people can disagree about what happened without them being wrong -Understand that sometimes we will 	<ul style="list-style-type: none"> -Identify differences between different version of events - Give simple reasons why we may have more than one version 	<ul style="list-style-type: none"> -Understand that interpretation occurs because there may not be 	<ul style="list-style-type: none"> -Realise that history is continuously being rewritten -Understand that people create different version of 	<ul style="list-style-type: none"> -Understand that some interpretations might be more reliable -Begin to understand that all history is to some extent interpretation

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remember what happened in the past	significant historical person - Understand that grandparents' recollections may vary	never know what happened			the past for different audiences	- Understand that interpretations differ depending on the aspect you are looking at
Historical Enquiry Finding about the past using a range of sources and asking and answering questions						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Find an answer to a question by looking at pictures -Can say if a picture is of a baby or toddler and say why -Point to images of themselves and family	-Describe the main features of an artefact -Explain how we know what we were like when we were younger -Ask simple but relevant questions	-Use information from two sources- eg artefact and book -Find answers to questions by looking in books -Understand that there are a range of sources -Make simple deductions	-Extract information from text, pictures and objects -Make simple deductions -Combine information from more than one source	-Cross reference sources to see if the accounts agree -Understand that some sources are more reliable than others -Raise questions about what the evidence is tells us	-Start to think of reasons why sources are unreliable -Consider the worthiness of a source by reference to what is known about the topic	-Offers substantial reasons why some sources should be treated cautiously eg propaganda posters -Shows awareness of the need to think about why the source was produced
Organisation and communication Communicating ideas about the past						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Talk about pictures of themselves	-Write simple captions or short sentences to describe -Orally retell the main episodes of famous events	-Write four or five captions -Write simple sentences containing period specific detail -Retell a complicated story in a simple structured way using subject specific precise details	-Use speech bubbles, annotations and oral answers -Use simple period specific references -Begin to explain events rather than list	-Sustains an answer providing some supportive evidence -Able to see two side of a question and offer arguments on both sides	-Widespread use of period specific details -Refers to dates and sees the importance of length of time	-Able to make subtle distinctions within a time period and avoids overgeneralising -Starts to use provisional and tentative language (perhaps, may, some people think)

Long Term Map of Substantive and Disciplinary Knowledge in each unit

	FS2	Y1/2	Y3/4	Y5/6
<p>Impact on our locality by each of the periods, events and individuals studied</p> <p><u>Substantive Concepts</u></p> <p>Settlement</p> <p>Society and culture</p> <p>Rule</p> <p>Religion</p>	<p><u>Rosa Parks</u> Society and culture Significance Characteristic features of the period studied Cause and consequence Continuity and change</p> <p><u>Why do we have fireworks?</u> Local bonfire nights Religion Rule Significance Characteristic features of the period studied Cause and consequence Continuity and change Communication</p>	<p><u>Mary Seacole & Harriet Tubman</u> Society and culture Significance Conflict Technology Characteristic features of the period studied Cause and consequence Continuity and change</p> <p><u>The Gunpowder Plot</u> Local bonfire nights Religion Rule Significance Characteristic features of the period studied Cause and consequence Continuity and change</p>	<p><u>Black History Units</u> Society and culture Significance Conflict Technology Characteristic features of the period studied Cause and consequence Continuity and change</p> <p><u>Overview of Ancient Civilisations</u> <u>Ancient Egypt</u> <u>Visit to Ashmolean</u> Settlement Religion Society and culture Rule Technology</p>	<p><u>Anglo Saxons and Vikings</u> Vikings had a winter camp in Reading in 870 <u>Ufton Court</u> Settlement Invasion and conflict Trade Rule Religion Continuity and change Significance Characteristic features Interpretation Historical enquiry Communicating ideas</p> <p><u>WW2</u> Children were evacuated to Reading and the house in Englefield was</p>

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Technology	<u>Why do people wear poppies?</u> Local memorial in church Conflict Society and culture Significance Cause and consequence	<u>Remembrance</u> Local memorial in church Conflict Society and culture Significance Cause and consequence Communication <u>Monarchy (Queens)</u> Rule Religion Society and culture Chronology Historical significance	Trade Characteristic features Historical enquiry Significance Communicating ideas	used as a military convalescent hospital Evacuee day Ufton Court Invasion and conflict Continuity and change Significance Cause and consequence Interpretation Historical enquiry Communicating ideas
<u>Disciplinary concepts</u>	<u>What toys did our grandparents play with?</u> Technology Society and culture Chronology Characteristic features Continuity and change	<u>Local History</u> The Street – changes over time Introduction to Battle Anglefield Settlement Society and culture Religion Chronology Continuity and change	<u>Stone Age to Iron Age</u> There is evidence for local settlers from the Mesolithic period Visit from local archaeologist Ufton Court Settlement Religion Society and culture Conflict Technology Chronology Continuity and change Cause and consequence Characteristic features Historical enquiry Significance Communicating ideas	<u>Windrush</u> Reading's rich diversity owes partly to Windrush Online workshop with Reading Museum Society and culture Significance Characteristic features of the period studied Cause and consequence Continuity and change
Chronology	<u>Why is King Charles III important in our lives?</u> Rule Religion Society and culture Chronology Historical significance	<u>Polar Exploration</u> <u>Rainforest Exploration</u> Technology Society and culture Chronology Significance Characteristic features	<u>Celts and Romans</u> Evidence for local settlement in Roman times Visitor workshop with expert or Ufton Court Settlement Invasion Trade Technology	<u>Local Study</u> After the Norman Conquest, Reading Abbey ensured local importance Trade- Readings 3 Bs- Beer, Bulbs and Biscuits Visit to Reading Museum Settlement Religion
Characteristic features	<u>What is old and new around Englefield?</u> Local study Settlement Society and culture			
Change and continuity				
Cause and consequence				
Historical significance				
Historical enquiry				

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Organisation and communication of ideas	Religion Chronology Continuity and change	Continuity and change <u>Appliances and Transport</u> <u>Visit to Milestones</u> Technology Society and culture Chronology Characteristic features Continuity and change	Rule Religion Continuity and change Significance Cause and consequence Interpretation Historical enquiry Communicating ideas	Society and culture Technology Trade Chronology Continuity and change Cause and consequence Characteristic features Historical enquiry Significance Communicating ideas <u>The Maya</u> <u>Visitor workshop with expert</u> Settlement Religion Rule Society and culture Conflict Technology Chronology Compare and contrast with Anglo Saxon and Viking period in England Continuity and change Cause and consequence Characteristic features Historical enquiry Significance Communicating ideas <u>Ancient Greeks</u> <u>Visit to Ashmolean</u> Settlement Religion
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				<p> Rule Society and culture Conflict Religion Technology Trade Chronology Continuity and change Cause and consequence Interpretation Characteristic features Historical enquiry Significance Communicating ideas </p> <p> <u>Nelson Mandela</u> Society and culture Significance Cause and consequence Continuity and change </p>
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<p><u>Enquiry questions</u></p> <p>To what extent</p> <p>How do we know</p> <p>Why study</p> <p>What can we learn from</p> <p>Eg What do all the Ancient Civilisations have in common?</p>	•	•	•	<p><u>Anglo Saxons and Vikings</u> Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? How well did the Anglo-Saxons and Vikings get on with each other? What was life really like in Anglo-Saxon and Viking Britain? What did the Anglo-Saxons and Vikings leave behind?</p> <p><u>Ancient Greeks</u> How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?</p> <p><u>WW2</u> What were the causes of World War two? How did World War two impact on different elements of society? Can we rely upon fiction to help us understand the lives of evacuees?</p> <p><u>Local Study</u> What is Reading famous for and why?</p>
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				<p><u>The Maya</u> Why study the Maya? How did the Maya become so important? What was everyday life like in the Mayan civilisation? How do we know anything about life 1000 years ago? If the Maya were so civilised, why did they carry out human sacrifice? What happened to the Maya?</p> <p><u>Windrush</u> What were the lived experiences like of the people aboard the Windrush? What impact did the Windrush have on society as a whole and for Reading?</p>
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