

Lostock Hall Primary School
History Curriculum Progression Map

History

History Progression Map: Chronological Understanding

Key Questions: When did it happen? How long did it take? Which period of history did this come after? Which period(s) of history came before?

	EYFS	KS1	Y3/4	Y5/6
Chronological Understanding	<p>Place events (pictures or text) in order.</p> <p>Place numbers in order.</p> <p>Use words that indicate past. Identify how they have changed.</p> <p>Identify things that are from the past/old.</p> <p>Start to use words and phrases such as before, after, past, present, then and now.</p> <p>Talk about past and present events in their own lives and those of family members.</p>	<p>Use words and phrases relevant to the past: before, after, past, present, then and now. old, new, a long time ago. Recognise that some objects belong in the past (are old) and some belong in the present (are new).</p> <p>Begin to understand where people and events fit on a timeline.</p> <p>Recount changes within living memory. Explain how they have changed since they were born.</p> <p>Sequence photographs and objects on a timeline.</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Use words and phrases related to a specific period. Understand more complex terms eg BC/AD.</p> <p>Put events, places and people on a timeline (matching dates).</p> <p>Use mathematical knowledge to work out how long ago events took place and to round up time differences into centuries / decades.</p> <p>Identify some main events from a period of history (add some relevant detail about them) and order them.</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Order a greater number of significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history and place them in the correct order.</p> <p>Summarise the main events from a period of history, explaining the order of events and what happened.</p>
Possible Questions	<p>What came before/after?</p> <p>How have you changed?</p>	<p>When did it happen? How long did it take? How do we know? How can we tell an object is from the past?</p>	<p>How would you describe a period? What do we know about this time? What does AD/BC mean?</p>	<p>How long ago did this event take place? How was life different/same? What was the sequence of key events during this period?</p>

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History Progression Map: Continuity and Change between Periods and within them

Key Questions: What key things changed in this period of history? Is this the same as it was in a different period of history? Is this different to how it was in a different period of history?

	EYFS	KS1	Y3/4	Y5/6
Continuity and change between periods and within them	Talk about changes that have happened to themselves.	Begin to identify old and new things in a picture. Begin to identify what was different and what was the same between their childhood and their parents' and grandparents'. Identify things that stayed the same and things that are different within and between their grandparents', parents' and their own lifetimes.	Within and between periods, identify things that stayed the same and things that changed. Make links between events over time. Begin to note the similarities and differences within the period of history being studied and between the period of history being studied and previous periods that have been studied.	Within and between periods, identify and explain key changes, differences and similarities. Identify and explain why certain changes were important. Identify and explain how changes may have been different in different places or for different people during the same period of history. Explain how the local area has changed over time.
Possible Questions	What has stayed the same? What is different?	What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today?	What has stayed the same (comparing past periods)? Why? What has changed? Why and how? What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why?	What has stayed the same (comparing past periods)? Why? What has changed? Why and how? Which changes were most significant? Why? Did it change like this everywhere or for everyone?

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History Progression Map: Similarities and differences for different people within a time period

Key Questions: Was it the same for everyone? Who was it different for? Was it the same everywhere?

	EYFS	KS1	Y3/4	Y5/6
Similarities and Differences	Know about similarities and differences between themselves and others, families, communities, traditions	Start to understand life was different for different people in the past, for example: rich and poor, male and female. Start to understand that this may have been different in different places at the same time.	Identify (by including some examples) how life was different for different people in the past, for example: rich and poor, male and female, different cultures and races, different religions. Identify that this may have been different in different places at the same time.	Explain (and give examples) of how life was different for different people in the past, for example: rich and poor, male and female, different cultures and races, different religions. Explain (and give examples) that this may have been different in different places at the same time. Begin to give / explain reasons for these differences or explain the reasons other give.
Possible Questions	What is the same? What is different?	Was this the same for everyone? How would life of a ##### person have been different? Who would this have been different for?	Can you give an example of how life was different for someone who was there? Was this the same everywhere? Where was it different? How was it different?	Which groups was this different for? Can you give an example? Why was there this difference? Why do people believe there was this difference? Was this the same everywhere? Can you give an example to support your answer?

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History Progression Map: Cause and Consequence

Key Questions: Why did that happen? What was the result of that happening?

	EYFS	KS1	Y3/4	Y5/6
Cause and Consequence	Question why things happen and give explanations. Begin to identify what made something happen.	Begin to recognise that significant events happened because of a cause. Begin to understand that aspects of life changed following an event.	Identify reasons for and results of people's actions. Understand why people may have had to do something. Look for links and effects in time studied. Offer a reasonable explanation for some events. Address and devise historical questions about cause. Comment on the importance of cause and effects for some key events.	Examine causes and results of great events and the impact on people. Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Identify and explain the short and long term causes of events.
Possible Questions	What happened? Why?	Why did people do things? Why did an event happen? What happened as a result?	Why did it happen? • What was the result? • Who was affected? • What was the impact of the event on others?	Why was it important? How do key events link? What influenced these events?

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History Progression Map: Historical Significance

Key Questions: What changed as a result of this? Why was this person important/significant? Why was this event important/significant?

	EYFS	KS1	Y3/4	Y5/6
Historical Significance	<p>Recognise and describe a special object. Recognise and describe a special time or event in their life (self, family or friends).</p>	<p>Talk about who or what was important (eg in simple historical account). Talk about why they (who or what) were important and what changed/happened. Explain how some people have helped us have better lives.</p>	<p>Identify historically significant people and events from a period of history and what they did/happened. Begin to identify why what they did (or what happened) was important and how it changed things for people. Explain how an event from the past has shaped our life today.</p>	<p>Identify historically significant people and events from a period of history. Explain why they were significant. Describe and explain why what they did (or what happened) was important and how it changed things for people, both at the time and in the future.</p>
Possible Questions	<p>Can you tell me why that is special? Can you tell me what happened?</p>	<p>Who was an important person? What did this person do? What important thing happened? What changed after this?</p>	<p>Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?</p>	<p>Why was this person important? Explain what this person did that was important? What impact did this person have on events or people? What impact did this event (or period of history) have on events or people? How did life change following this?</p>

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History Progression Map: Historical Evidence

Key Questions: What do historians use to find out about the past? What is the evidence? What can this source tell me?

	EYFS	KS1	Y3/4	Y5/6
Historical Evidence	Sort objects into new and old.	Begin to identify and use different ways to find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects, books, internet) Describe similarities and differences between artefacts. Explain what an object from the past might have been used for. Sort some objects/artefacts between then and now. Look at pictures and photos to identify things from the past.	Explain how historic items and artefacts can be used to build up a picture of life in the past. Use research skills to find answers to historical questions. Identify different sources that have given them information about the period they are studying. Identify details in pictures and artefacts. Use evidence from a source to answer a question or support and answer.	Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making. Select relevant sections of historical information to answer a question/enquiry.
Possible Questions	Which is old? Which is new? What do you play with? What did Grandad play with?	How can we find out about the past? How are Grandad's toys the same / different to yours? What is this? What do you think it was used for?	How do we know about...? What can you see? What does it show you?	When was this source written? What evidence can you find for...?

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History Progression Map: Historical Evidence and Historical Interpretations

Key Questions: What is the evidence? How do people know this? What can this source tell me? Can I trust this source? What did this person think? Why did this person think like that? Why does that person see it differently?

	EYFS	KS1	Y3/4	Y5/6
Historical Interpretations	<p>Understand people have had different experiences.</p> <p>Understand people have different things.</p> <p>Understand people might like different things.</p>	<p>Identify different ways in which the past is represented.</p> <p>Identify that two people could explain something differently or retell a story in a different way.</p>	<p>Understand that different versions of the past may exist. Identify and explain how two versions of the same event differ.</p> <p>Begin to consider why there are different versions of events (fact or fiction).</p> <p>Understand that these versions may vary depending upon a person's place/role/side in history.</p>	<p>Understand that different versions of the past may exist and give reasons why.</p> <p>Compare accounts of events from different sources.</p> <p>Explain why there are different versions of events (fact or fiction).</p> <p>Make connections between different sources of evidence and identify the different interpretations.</p> <p>Understand the importance of checking the accuracy of interpretations/evidence.</p>
Possible Questions	<p>What did you do in the holidays? What was your favourite thing?</p>	<p>How would ...tell that story? How would... tell it differently?</p>	<p>Who is telling the story? What did this person think? Why have they told it that way?</p>	<p>How is...’s account different to ...’s? Why are they different? What can we learn from this? Can we trust this source?</p>



EYFS	KS1	Y3/4	Y5/6
before after then now old new a long time ago lives stories time order change	modern long ago events present past future date year sequence timeline similar different living memory significant	period present day cause similarity significance decade BC/AD chronological trade kingdom dynasty tribal culture empire invasion resistance conquest expansion civilisation nation society law ancient archaeology	era consequence difference century monarch impact influence continuity raids settlement justice parliament local national society conversion legacy peasantry architecture leisure cultural economic political military social source primary eyewitness evidence

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History: Key Vocabulary In addition to these words, each topic will have topic specific vocabulary which should be listed in the planning and resources for that topic

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History Long Term Plan

R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Me and My Family Talk about past and present events in their own lives and the lives of family members.</p>	<p>Changes within living memory: Toys Past and Present Enrichment: Examine real examples of old toys, puppet / Punch and Judy show</p>	<p>Significant events beyond living memory: Guy Fawkes and the Gunpowder Plot</p> <p>Lives of significant individuals: Mary Seacole, Florence Nightingale and Edith Cavell (Links to PSHE Equality / Racism)</p>	<p>Study of British history beyond 1066: The Tudors: Exploration (Links to Y2 Geography unit Continents and Oceans)</p> <p>The achievements of the Earliest civilisations: Ancient Egypt an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt (Supported by CGP textbook)</p>	<p>Changes in Britain from Stone Age to Iron Age (Stone Age to Celts) (Supported by CGP textbook) (Links to cave paintings in art)</p> <p>The achievements of the Earliest civilisations: Shang Dynasty of Ancient China an overview of where and when the first civilisations appeared and an in-depth study of the study of the Shang Dynasty of Ancient China</p>	<p>The Viking and Anglo -Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Vikings) (Supported by CGP textbook)</p> <p>A study of a non-European society that provides contrasts with British history: Early Islamic civilisation including a study of Baghdad c AD 900 OR Benin (West Africa) c AD 900 -1300</p>	<p>Study British history beyond 1066: The Cold War (Alternative topics might include a study of another significant turning point in British history eg Battle of Britain; The changing power of monarchs using case studies eg John, Anne and Victoria; Leisure and entertainment in the 20th/21st centuries; The legacy of Greek and Roman culture on later British history; Slavery)</p>

R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Me and My Family Talk about past and present events in their own lives and the lives of family members.</p> <p>Enrichment: trip to an independent cinema like grandparents would have visited.</p> <p>TBC</p> <p>Learning about Then and Now, Past and Present</p> <p>Nursery Rhymes</p> <p>LINK: KS1 Reception History Lessons and Activities - Years 1 & 2 Keystage history</p>	<p>Changes within living memory: Holidays Past and Present (Links to Journey to the Coast – Geography)</p> <p>The Story of Grace Darling (Links to The Lighthouse Keeper's Lunch)</p>	<p>Significant events beyond living memory: The Great Fire of London (Links to Geography unit about London)</p> <p>Lives of significant individuals: Rosa Parks and Emily Davison (Links to PSHE Equality / Racism)</p>	<p>Study of British history beyond 1066: Victorians – The development of the railways. (Links to Y3/4 local history unit Transport in Poynton)</p> <p>Ancient Greece: A study of Greek life and achievements and their influence on the Western World. (Supported by CGP textbook) (Links to English unit Greek Myths and art unit based around Greek pots)</p>	<p>The Roman Empire and its impact on Britain (Romans in Britain) (Supported by CGP textbook)</p> <p>The achievements of the Earliest civilisations: Indus Valley civilisation an overview of where and when the first civilisations appeared and an in-depth study of the Indus Valley civilisation.</p>	<p>Britain's settlement by the Anglo – Saxons and Scots. (Anglo-Saxons) (Supported by CGP textbook)</p> <p>A study of a non-European society that provides contrasts with British history: The Mayan civilisation c AD 900 (Supported by CGP textbook)</p>	<p>Study British history beyond 1066: Crime and Punishment from Anglo Saxon times to the present day. (Alternative topics might include a study of another significant turning point in British history eg Battle of Britain; The changing power of monarchs using case studies eg John, Anne and Victoria; Leisure and entertainment in the 20th/21st centuries; The legacy of Greek and Roman culture on later British history; Slavery)</p>

Suggested Local History Studies

R	Y1	Y2	Y3	Y4	Y5	Y6
<p>??</p>	<p>Our school in the past Schools in Poynton or visitors into school eg ex pupils into school. (Changes within living memory)</p>	<p>??</p> <p>Lyme Hall</p> <p>Bramhall Hall</p>	<p>??</p> <p>Bramhall Hall (Tudors)</p> <p>Quarrybank Mill, Styal (Victorians)</p>	<p>Mining in Poynton</p> <p>Transport in Poynton – Road, Rail, Canal (Avro)</p> <p>Anson Engine Museum (Links with local history unit about Mining and transport)</p>	<p>??</p> <p>Anson Engine Museum (Links with local history unit about mining and transport)</p> <p>How has Poynton Changed?</p>	<p>Stockport during the World Wars (Links: English - Goodnight, Mr Tom. Local history unit based around the Avro Museum)</p> <p>Poynton during the World Wars: The Cenotaph - research the names.</p>
<p><u>Enrichment: trip to</u></p> <p>An independent cinema like grandparents would have visited. (Me & My Family)</p>	<p><u>Enrichment: trip to</u></p> <p>National Trust Museum of Childhood</p>	<p><u>Enrichment: trips to</u></p>	<p><u>Enrichment: trips to</u></p> <p>Bramhall Hall (Tudors)</p> <p>Quarrybank Mill, Styal (Victorians)</p>	<p><u>Enrichment: trips to</u></p> <p>Llandudno Great Orme Bronze age Mine (Changes in Britain)</p> <p>Chester (Romans in Britain)</p>	<p><u>Enrichment: trips to</u></p>	<p><u>Enrichment: trips to</u></p>

