



St Luke's CE Primary

History Progression Map and End Points



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History Curriculum Progression and End Points

	Reception	KS1	Lower KS2	Upper KS2
To investigate and interpret the past	<p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> Know and understand the history of the UK as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.
To build an overview of world history	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history 	<ul style="list-style-type: none"> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Understand significant people and how they effected history. 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology		<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.
Communicating historically	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Explain why some people are important to history. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.

Reception	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Begin to make sense of their own life-story and family's history • Talk about the lives of people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • Describe an aspect of everyday life within or beyond living memory. Aspects of everyday life include houses, jobs, objects, transport and entertainment. • Describe the role of a monarch. A monarch is a king or queen who rules a country. • Create stories, pictures, independent writing and role play about historical events, people and periods. Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. • Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. • Use a range of historical artefacts to find out about the past. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. • Express an opinion about a historical source. Historical sources include artefacts, written accounts, photographs and paintings. • Describe important events in the school's history. Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. • Identify similarities and differences between ways of life within or beyond living memory. Identifying similarities and differences helps us to make comparisons between life now and in the past. • Order information on a timeline. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. 	<ul style="list-style-type: none"> • Describe the everyday lives of people in a period within or beyond living memory. Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. • Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organizing it into chronological order. • Describe, in simple terms, the importance of local events, people and places. Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. • Use historical models to make judgements about significance and describe the impact of a significant historical individual. Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. • Describe how an aspect of life has changed over time. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. • Describe and explain the importance of a significant individual's achievements on British history. Important individual achievements include great discoveries and actions that have helped many people 	<ul style="list-style-type: none"> • Ask perceptive questions, begin to think critically, weigh evidence, sift arguments and develop historical judgements • Understand the complexity of people's lives, the processes of change and the diversity of societies as well as the challenges of their time • Identify the key changes in Britain from Stone Age to Iron Age • Discuss the impact of the Roman Empire on Britain • Identify concepts such as continuity & change and cause & consequence and make some connections • Draw contrasts, analyse trends, frame historical questions and create their own accounts including written narratives and analyses • Gain historical perspective and understand connections between local, regional and international history
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • Perceptive questions, begin to think critically, weigh evidence, sift arguments and develop historical judgements? • Understand the complexity of people's lives, the processes of change and the diversity of societies as well as the challenges of their time? can identify the key changes in Britain from the Anglo Saxon invasions to the Viking Raids? • Discuss the impact of the Anglo Saxons on Britain? • Identify concepts such as continuity & change and cause & consequence and make connections? • Draw contrasts, analyse trends, frame historical questions and create their own accounts including written narratives and analyses? • Gain historical perspective and understand connections between local, regional and international history? 	<ul style="list-style-type: none"> • Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<ul style="list-style-type: none"> • Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	

