

History progression map KS2

NC: At KS2 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.

Year 3	NC - Local history - Farington Moss			NC - Changes in Britain from Stone Age to Iron Age	NC - The Roman Empire and its impact on Britain
	Autumn 2 Concept thread - Local area			Spring 1 Concept thread - Civilisations	Summer 1 Concept thread - Conflict and resolution
Key inquiry question	What was the Lancashire cotton industry? Was it an important industry to people who lived in Farington Moss?			What was Britain like after the dinosaurs became extinct but before modern man lived?	What did the Romans do for us?
Chronology	- Make some links between and across periods, such as the differences between clothes, food, buildings or transport. - Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order.			- Make some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. between hunter-gatherers and early farmers). - Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (such as placing the construction of Stonehenge into chronological order).	- Make some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. between Roman Britain and other periods they have studied). - Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
Events people and changes	- Describe some of the main events, people and periods studied by: - Understand some significant aspects of history - expansion and changes in the local area.			- Describe some of the main events, people and periods studied by: - Understand some significant aspects of history (such as the complexity of building Stonehenge).	- Describe some of the main events, people and periods studied by: - Understand some of the ways in which people's lives have shaped this nation. - Describe how Britain has influenced and been influenced by the wider world. - Understand some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.
Enquiry, interpretation and using sources	- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.			- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (such as about life in Ancient Britain). - Use some sources to start devising historically valid questions about change and significance (such as the development of farming and of settlement). - Understand some of the methods of historical enquiry, (such as maps), and how these can be used to make historical claims (such as about the transportation of the Bluestones). - Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses.	- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (e.g. the impact of Roman roads and foods). - Understand some of the methods of historical enquiry and how these can be used to make historical claims (e.g. about Roman place names). - Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).
Communication	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - When doing this use specialist terms like settlement, Ordnance Survey, map (and date, log book, marriage certificate, census) and vocabulary linked to chronology. - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.			- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - When doing this use specialist terms like Ancient Britain, settlement, and vocabulary linked to chronology. - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information (e.g. comparing the Pyramids of Ancient Egypt with Stonehenge).	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - When doing this use specialist terms like Roman Britain, settlement, and vocabulary linked to chronology. - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Vocabulary	Ancient BC/AD Century Date Era In the... century/decade Time period Timeline Archaeology/archaeologist	Chronology/chronologically Discoveries Evidence Eye-witness Reliable Source Civilisation Conquest Enemies	<u>Topic specific</u> Cotton Cloth Yarn Thread Spinning Weaving Bleaching	<u>Topic specific</u> Palaeolithic hunter-gatherers Mesolithic Neolithic early famers/farming Skara Brae Bronze Age Stonehenge	<u>Topic specific</u> Amphitheatre Colosseum Senator Empire Soldier Jupiter Hadrian's Wall Aqueduct

	Architecture	Invade Settle	Textile Industrial revolution Mill Industry Natural fibres Synthetic fibres Import Manufacture	Iron Age hill forts tribal kingdoms Bronze, iron, copper Roundhouses Alloy	Roman Baths Boudicca Julius Caesar Hypocaust Claudius
Year 4	NC - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The Great Plague			NC - The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared.	NC - the achievements of the earliest civilizations - A depth study of Ancient Egypt.
	Autumn 2 Concept thread - Health and Hygiene - Disease and medicine			Summer 1 Concept thread - Civilisations	Summer 2 Concept thread - Significant individuals
Key inquiry question	What would it have been like to live during plague ridden London?			What are ancient civilisations and why are they important to us today?	Who was Tutankhamun, why was he important and how do we know about him?
Chronology	- Make some links between and across periods, such as the differences between clothes, food, buildings or transport. - Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.			- Use specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). - Make some links between and across periods, such as the differences between clothes, food, buildings or medicine.	Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
Events people and changes	- Describe some of the main events, people and periods studied by: - Understanding some significant aspects of history, e.g. how the Great Plague of 1665 affected London and beyond.			Understanding some significant aspects of history including the nature civilisations	- Describe some of the main events, people and periods they have studied by: - Understanding some significant aspects of history including the nature civilisations
Enquiry, interpretation and using sources	- Understand some of the methods of historical enquiry, and how evidence is used, sources to make detailed observations, finding answers to questions about the past. - Use some sources to start devising historically valid questions about change, cause and significance e.g. of the Great Plague. - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses e.g. whether the uniform of a plague doctor would work as protection from the disease. - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).			- Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' - Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about.' - Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?' - Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources	- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (e.g. the lifestyles and beliefs of the Ancient Egyptians). - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (e.g. about the lives of the Ancient Egyptians). - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, tomb paintings, written sources).
Communication	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - When doing this they should use specialist terms, e.g. Bubonic, pneumonic, buboes, plague pits and vocabulary linked to chronology. - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.			- Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. - Communicate historical findings through a range of methods including the use of ICT, maps and timelines. - Produce own accounts that make some connections and describe some contrasts	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - When doing this they should use specialist terms (e.g. ancient, pyramid and pharaoh) and vocabulary linked to chronology. - Produce structured work that makes some connections, draws some contrasts, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Vocabulary	Ancient BC/AD Decade Century Date Era First-hand account In the.... century/decade	Primary source primary evidence secondary source secondary evidence Reliable source Civilisation Conquest Enemies Invade	<u>Topic specific</u> Buboes Bubonic plague Contagious Epidemic Hygiene Plague Plague Doctor	<u>Topic specific</u> civilizations Ancient Sumer Indus Valley Shang Dynasty of Ancient China	<u>Topic specific</u> Irrigation Hieroglyphics Cartouche Pharaoh Rosetta stone mummification pyramid Nile Tomb

	Time period Timeline Archaeology/archaeologist Architecture Chronology/chronologically Discoveries Evidence Eye-witness	Settle Enquiry Evaluate Conclusion	Pneumonic plague Quarantine Unsanitary		Pyramid Burial chamber Antechamber Tutankhamun
Year 5	NC - Britain's settlement by Anglo-Saxons		NC - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The transatlantic slave trade		NC: Ancient Greece - a study of Greek life and achievements and their influence on the western world (including sports)
	Autumn 1 Concept thread - Conflict and resolution		Spring 1 Concept thread - Equality		Summer 2 Concept thread -Leisure and entertainment
Key inquiry question	Were the Anglo Saxons fierce fighters or friendly farmers?		What was the transatlantic slave trade and was Great Britain/Lancashire involved?		How did the ancient Greeks influence the modern-day Olympics?
Chronology	- Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period. - In an in-depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts. - Analyse connections, trends and contrasts over the Anglo-Saxon period.		- Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends - Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. - Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc.		- Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament etc.) - Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary, source, secondary, source, reliability ...) - Analyse connections, trends and contrasts over time (e.g. Greek influences and their applications to the lives of people in different periods).
Events people and changes	- Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history. - Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied. - Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace.		- A study or theme in British History that extends pupils' chronological knowledge beyond 1066 - A local history study		- Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history (e.g. relating to Ancient Greece). - Understand significant aspects of history - nature of ancient civilisations, expansion and dissolution of empires, achievements and follies of mankind. - Establish a narrative showing connections and trends within and across periods of study (e.g. by making connections between Ancient Greek developments and other history units they have already studied). - Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
Enquiry, interpretation and using sources	- Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research. Begin to use information as evidence to test hypotheses (examining the settlement patterns and reasons for the Anglo-Saxons and Scots). - Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why, was it created, and what does it tell us?)		- Use a wide range of sources as a basis for research to answer questions and to test hypotheses - Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance. - Ask questions such as, 'How did life change.?' 'Why do we remember.?' 'Why do people disagree.?' - Recognise how our knowledge of the past is constructed from a range of different sources - Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why, have different stories been told about.?' - Describe the results of historical events, situations and changes e.g. the impact on people's lives - Evaluate sources and make inferences		- Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.

Communication	Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.		- Discuss how Britain has influenced and been influenced by the wider world - Describe aspects of cultural, economic, military, political, religious and social history - Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. - Discuss and debate historical issues acknowledging contrasting evidence and opinions - Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society - Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines - Produce structured work that makes connections, provides contrasting evidence and analyses trends		Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Vocabulary	Change Citizen Continuity Cultural Empire Legacy Monarch(y) Peasantry Social Architecture Civilisation Democracy Government Parliament Political	Ancient Archaeology/archaeologist Conquest War Discoveries Enemies Excavate Peace Bias Enquiry Evaluate Evidence Interpretation Primary/Secondary source Propaganda Reliability	<u>Topic specific</u> dark ages Christian conversion Canterbury, Iona and Lindisfarne Sutton Hoo	<u>Topic specific</u>	<u>Topic specific</u> Ancient Civilisation City states Empire Legacies Democracy Governments Law Ruler Citizens Gods and goddesses Sacrifice Trojan war Olympia Olympic games Chariot Athens Parthenon Acropolis
Year 6	NC - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 WW2		NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		NC: A non-European society that provides contrasts with British history (early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
	Autumn 2 Concept thread -Conflict and resolution		Spring 2 Concept thread -Significant individuals		Summer 2 Concept thread -Civilisations
Key inquiry question	What events led to the outbreak of WW2. How did it effect British people and how was it resolved?		How did Anglo-Saxon Britain change after the Viking invasion?		What was the 'golden age' of Islam?
Chronology	- Sequence events and periods through the use of appropriate terms relating to the passing of time, e.g. Victorian era; turn of the century; pre-war; inter-war; post war; the sixties. - Analyse connections, trends and contrasts over time, e.g. when studying varied geographical coastal resorts during different historical periods and noting their influence on the lives of people in these different periods. - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day, e.g. the development of leisure from 19th century to the present day. - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability).		- Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...). - Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (e.g. with particular focus on the period from 850AD to 1066AD). - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (e.g. propaganda, bias, primary source, secondary source, reliability...). - Analyse connections, trends and contrasts over time (e.g. warfare and battle).		- Sequence events (such as inventions) and periods through the use of appropriate terms relating to the passing of time (empire, civilisation). - Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. - In depth study of different periods (such as the Mayans), using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability). Analyse connections, trends and contrasts over time.
Events people and changes	Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, political and social history, e.g.		Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history.		Gain historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political religious and social history.

	how the development of the railways enabled Victorians to travel to the coast from inland towns. - Establishing a narrative showing connections and trends within and across periods of study. - Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes, e.g. by understanding how different people worked, travelled, and funded coastal visits.			- Establish a narrative showing connections and trends within and across periods of study. - Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (e.g. understanding how different people settled). - Present a clear narrative within and across periods that notes connections, contrasts and trends over time.	Establish a narrative showing connections and trends within and across periods of study (e.g. by making connections between the Mayans and other history units they have already studied). Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
Enquiry, interpretation and using sources	- Understand methods of historical enquiry, how evidence is used to make historical claims and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses, e.g. examining the coastal settlement patterns and railway routes. - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons for this, e.g. What evidence do we have? Why was it created? What does it tell us?			- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. - Begin to recognise why some events, people and changes might be judged as more historically significant than others.	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this (e.g. what evidence do we have, why was it created, and what does it tell us?)
Communication	- Produce structured work that: - makes connections, draws contrasts and analyses trends between the different periods. - frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.			- Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. - Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.	Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Vocabulary	Citizen Continuity Cultural Empire Legacy Monarch(y) Peasantry Social Architecture Civilisation Democracy Government Immigration Parliament Political Ancient	Archaeology/archaeologist Conquest Discoveries Enemies Excavate Bias Critically Empathy Interpretation Perspective Propaganda Reliability Analyse Conclusion Enquiry Evidence Hypotheses Evaluate	<u>Topic specific</u> Allies Axis Conflict Dictator Evacuee Evacuation Gestapo Invade Nazis Political bias Propaganda Resolution Turmoil	<u>Topic specific</u> raids resistance Danegeld Alfred the Great Althelstan Edward the Confessor	<u>Topic specific</u> long arc of time legacy turning point