

## HISTORY PROGRESSION MAP OF SKILLS AND KNOWLEDGE AT BISHOPS ITCHINGTON PRIMARY SCHOOL

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological	Children talk	Pupils should develop an	To know where the people	A study of an aspect or	A study of an aspect or	A local history study	A local history study
understanding	about past and	awareness of the past, using	studied fit within a	theme in British history	theme in British history		
	present events in	common words and phrases	chronological framework and	that extends pupils'	that extends pupils'	A study of an aspect or	A study of an aspect or theme
Yellow highlight links	their own lives	relating to the passing of	identify similarities and	chronological knowledge	chronological knowledge	theme in British history that	in British history that extends
to new Development	and in the lives of	time.	differences between ways of	beyond 1066-Modern	beyond 1066- modern	extends pupils' chronological	pupils' chronological
Matters framework	family members.		life in different periods.	Europe	Europe.	knowledge beyond 1066-	knowledge beyond 1066-
2020 for EYFS	Compare and	To know where the people studied fit within a		Pupils should continue to	Pupils should continue to	Victorians and WW2, discuss impact on modern life:	Victorians and WW2, discuss impact on modern life-
	contrast characters from	chronological framework.	Changes within living memory within the UK	develop a chronologically secure knowledge and	develop a chronologically secure knowledge and	industry, trade etc.	industry, trade etc.
	stories, including	Changes within living	Events beyond living memory	understanding of British,	understanding of British,	They should understand how	They should understand how
	figures from the	memory within the UK	that are significant nationally	local and world history.	local and world history,	our knowledge of the past is	our knowledge of the past is
	past.	Events beyond living memory	(e.g. Great Fire of London,	·	establishing clear	constructed from a range of	constructed from a range of
		that are significant nationally	first aeroplane fight or event		narratives within and	sources.	sources- own research project
	Comment on	(e.g. Great Fire of London,	commemorated through		across the periods they		using primary and secondary
	images of familiar	first aeroplane fight or event	festivals or anniversaries.		study		sources where possible.
	situations in the	commemorated through					
	past.	festivals or anniversaries.					
Range and depth of	Exploring,	Use a range of vocabulary of	Use a wide range of	Ancient Greece – a study	Britain's settlement by	Study a non-European	Study a non-European society
historical knowledge	observing and	everyday historical terms.	vocabulary of everyday	of Greek life and	Anglo-Saxons and Scots-	society– one study chosen	that provides contrasts with
	finding out about		historical terms.	achievements and their	and the Viking and Anglo-	from Early Islamic civilisation,	British history, discuss these
	people and	The lives of significant	The lives of significant	influence on the western	Saxon struggle for the	including a study of Baghdad	contrasts and differences— one
	places.	individuals in the past who	individuals in the past who	world.	Kingdom of England to the	c. AD900; Mayan civilisation c	study chosen from Early Islamic
	Know about	have contributed to national and international	have contributed to national and international	The Roman Empire and its	time of Edward the Confessor	AD900; Benin (West Africa) c AD900 – 1300.	civilisation, including a study of Baghdad c. AD900; Mayan
	similarities and	achievements, some should	achievements, some should	impact on Britain	Confessor	AD900 – 1300.	civilisation c AD900; Mayan
	differences	be used to compare aspects	be used to compare aspects	Impact on Britain		A local history study	(West Africa) c AD900 – 1300.
	between	of life in different period [e.g.	of life in different period [e.g.		changes in Britain from the	A local filstory study	(West Affica) CADSOC 1500.
	themselves and	Queen Elizabeth I and Queen	Queen Elizabeth I and Queen	Ancient Greece – a study	Stone Age to the Iron Age	A study of an aspect or	A local history study
	others and among	Victoria; Christopher	Victoria; Christopher	of Greek life and	200110 1 100 10 11 11 11 11 11 11 11 11 1	theme in British history that	, , , , oca, , , ocaa,
	families,	Columbus and Neil	Columbus and Neil	achievements and their	Ancient Greece – a study	extends pupils' chronological	A study of an aspect or theme
	communities and	Armstrong.	Armstrong.	influence on the western	of Greek life and	knowledge beyond 1066	in British history that extends
	traditions.			world	achievements and their	,	pupils' chronological
		Significant historical events,	Significant historical events,		influence on the western	The achievements of the	knowledge beyond 1066
	Talk about the	people and places in their	people and places in their		world	earliest civilizations – an	
	lives of people	own locality.	own locality.			overview of where and when	The achievements of the
	around them and					the first civilizations	earliest civilizations – an
	their roles in					appeared and a depth study	overview of where and when
	society					of one of the following:	the first civilizations appeared
	Za zasa ziza 9 a teta					Ancient Sumer, The Indus	and a depth study of one of the
	Know similarities and differences					Valley, Ancient Egypt, The	following: Ancient Sumer, The
	between the past					Shang Dynasty of Ancient China	Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
	and now- drawing					Cinila	Silarig Dyriasty of Afficient China
	on experiences						
	and read in class.						
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Interpretations of history	Exploring, observing and finding out about people and places.  Understand the past through settings, characters and events encountered in books and storytelling.	Changes within living memory within the UK Events beyond living memory that are significant nationally (e.g. Great Fire of London, first aeroplane fight or event commemorated through festivals or anniversaries.  Children are beginning to identify a way in which the past is represented such as photographs, stories and films.	Changes within living memory within the UK Events beyond living memory that are significant nationally (e.g. Great Fire of London, first aeroplane fight or event commemorated through festivals or anniversaries.  Children are beginning to identify a way in which the past is represented such as photographs, stories and films.	Children show knowledge and understanding of some of the main events, people and changes studied- discuss any variations in the sources of evidence.	Children begin to show some understanding that aspects of the past have been represented and interpreted in different ways.	Children show some understanding that aspects of the past have been represented and interpreted in different ways.	Children describe and begin to analyse, why there are different historical interpretations of events, people and changes.  Children know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this
Historical Enquiry		Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features and events.  Understand two ways in which we find out about the past and identify different ways in which it is represented.	Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features and events.  Understand more than two ways in which we find out about the past and identify different ways in which it is represented.	They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	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.	Pupils 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.
Organisation and communication	Communicate their Writing Using ICT.	knowledge through: Discussion	I . Drawing pictures Drama/role	Recall, select and organise historical information Communicate their <b>knowledge and understanding</b> .		Select and organise information to produce structured work, making appropriate use of dates and terms.	