



History Progression Map 2021-2022

Intent

At Holy Trinity CE Academy, we believe that children should be provided with a stimulating and enriching curriculum, which informs the children of previous historical events, and provides them with a rich cultural, moral and spiritual understanding of the world we live in. At Holy Trinity, teaching is stimulating, exciting and provides children with key life skills such as teamwork, empathy, communication, language, thinking and independence skills, which will develop them both academically and socially.

Implementation

In line with the national curriculum, we use carefully sequenced lessons, inspired by the Cornerstones curriculum, to enable pupils to build on what they already know and understand. In the Early Years, our children focus on the history of their own lives so far. In Key Stage 1, pupils begin to learn about significant people and occasions in the past, progressing to more in-depth exploration of historical periods in Key Stage 2. History is taught in topics, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans. Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and morning literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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History Progression Map 2021-2022

<p>Nursery</p> <p>Reception</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figure from the past. • Talk about the lives of 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. 					
Year 1	Memory box – Changes within living memory	Memory box – Changes within living memory	Street Detectives Changes within living memory; Significant people; Places and events in the local area	Street Detectives Changes within living memory; Significant people; Places and events in the local area		
Year 2			Land Ahoy Significant historical people- Captain Cook, Grace Darling; Famous pirates and sea explorers	Land Ahoy Significant historical people- Captain Cook, Grace Darling; Famous pirates and sea explorers		
Year 3	Tribal Tales – Prehistoric Britain Stone Age to Iron Age	Tribal Tales – Prehistoric Britain Stone Age to Iron Age	I am Warrior- Roman Empire (local history links)	I am Warrior- Roman Empire (local history links)		
Year 4	Raiders and Traders Anglo-Saxons and Vikings	Raiders and Traders Anglo-Saxons and Vikings			Gods and Mortals Ancient Greece	Gods and Mortals Ancient Greece
Year 5	Off with Her Head The Tudors	Off With Her Head The Tudors	Pharaohs Ancient Egypt	Pharaohs Ancient Egypt		



History Progression Map 2021-2022

Year 6			A Child's War The Second World War	A Child's War The Second World War	Hola Mexico! Ancient Maya Civilisation	Hola Mexico! Ancient Maya Civilisation
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Impact

The impact of whole-school history will be seen across the school with an increase in the profile of history. The impact of the curriculum is monitored and assessed through: learning walks, lesson plan reviews, book scrutinies.

End of EYFS Expectations

- 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.

Key Stage 1 National Curriculum Expectations

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study (WW2)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Tudors)
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.



History Progression Map 2021-2022

	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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Holy Trinity CE Academy School Progression document EYFS

0- 3 years	3 and 4 years	Reception children	ELG	Key Vocabulary
Begin to make sense of their own life-story and family's history	Begin to make sense of their own life story and family's history	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast from stories, including figures from the past.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	old, new, before, now, a long time ago, special time, family, after, changes

Holy Trinity CE Academy School Progression document KS1 and KS2

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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History Progression Map 2021-2022

<p>Chronology</p>	<p>Sequence events or objects in chronological order.</p> <p>Put up to three objects in order</p> <p>Use phrases like old, new and a long time ago</p> <p>Tell others about things that happened when they were little</p> <p>Use words and phrases like: old, new and a long time ago.</p> <p>Tell others about things that happened when they were little.</p> <p>Recognise that a story that is read to them may have happened a long time ago.</p> <p>Understand that some objects</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events in order.</p> <p>Sequence photos etc from different periods of their life</p> <p>Describe memories of key events</p> <p>Use phrases and words like ‘before’, ‘after’, ‘past’, ‘present’, ‘then’, ‘now’</p> <p>Use the words past and present correctly</p> <p>Use appropriate words and phrases to describe the past</p> <p>Towers, Tunnels and Turrets</p> <p>Land Ahoy</p>	<p>Place the time studied on a timeline.</p> <p>Sequence events or artefacts.</p> <p>Use dates related to the passing of time.</p> <p>Begin to use AD and BC.</p> <p>Describe events and periods using the words: BC, AD and decade?</p> <p>Describe events from the past beginning to use dates when things happened.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Begin to use my mathematical</p>	<p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. AD/BC</p> <p>Describe events from the past using dates when things happened.</p> <p>Describe events and periods using the words: ancient and century?</p> <p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Use my mathematical knowledge to work out how long ago events</p>	<p>Place current study on a timeline in relation to previous studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods.</p> <p>Labels relate current studies to previous studies.</p> <p>Make comparisons to different times in history.</p> <p>Plot recent history on a timeline using centuries.</p> <p>Place periods of history on a timeline showing periods of time.</p> <p>Use my mathematical skills to work</p>	<p>Place current study on a timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a timeline.</p> <p>Say where a period of history fits on a timeline.</p> <p>Place a specific event on a timeline by decade.</p> <p>Frozen Kingdom</p> <p>A Child’s War</p> <p>Hola Mexico!</p>
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History Progression Map 2021-2022

	<p>belonged to the past.</p> <p>Retell a familiar story set in the past.</p> <p>Explain how they have changed since they were born</p> <p>Street Detectives</p> <p>Memory Box</p>		<p>knowledge to work out how long-ago events in recent and local history would have happened.</p> <p>Tribal Tales I am Warrior</p>	<p>would have happened.</p> <p>Use mathematical skills to round up time differences into centuries and decades.</p> <p>Use dates and historical language in my work.</p> <p>Traders and Raiders</p> <p>Gods and Mortals</p>	<p>exact time scales and differences as need be.</p> <p>Use dates and historical language in my work.</p> <p>Begin to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p>Pharaohs</p> <p>Off with Her Head!</p>	
Historical knowledge	<p>Begin to describe similarities and differences in artefacts.</p> <p>Begin to understand what people did things in the past.</p> <p>Use a range of sources to find out characteristic</p>	<p>Find out about people and events in other times.</p> <p>Confidently describe similarities and differences of artefacts.</p> <p>Develop empathy and understanding (drama: hot</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have</p>	<p>Study different aspects of life of different people between men and women.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out beliefs about behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour</p>



History Progression Map 2021-2022

	<p>features of the past</p> <p>Understand some famous people have helped our lives be better today.</p> <p>Explain how my local area was different in the past.</p> <p>Begin to identify the main differences between old and new objects.</p> <p>Identify objects from the past.</p> <p>Give examples of things that are different in my life from that of my grandparents when they were young.</p> <p>Ask and answer questions about</p>	<p>seating, sp and listening.</p> <p>Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>Recount some interesting facts from an historical event, such as Grace Darling rescuing people.</p> <p>Explain why Britain has a special history by naming some famous events and some famous people.</p> <p>Explain why someone in the past acted in the way they did.</p>	<p>had to do something.</p> <p>Study change through lives of significant individuals.</p> <p>Appreciate that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Begin to picture what life would have been like for the early settlers.</p> <p>Suggest why certain events happened as they did in history.</p> <p>Begin to picture what life would have been like for the early settlers.</p> <p>Recognise that Britain has been invaded by several different groups over time.</p>	<p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a board understanding of historical civilisations</p> <p>Explain how events from the past have helped shape our lives.</p> <p>Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Explain how people who lived in the past cooked and travelled differently and</p>	<p>Study an ancient civilisation in detail.</p> <p>Describe historical events from the different period/s they are studying/have studied.</p> <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Begin to appreciate that how we make decisions has been through a Parliament for some time.</p> <p>Appreciate that significant events in history have helped shape the</p>	<p>with another period studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence and support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Compare and contrast civilisations.</p> <p>Frozen Kingdom</p> <p>A Child's War</p> <p>Hola Mexico!</p>
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History Progression Map 2021-2022

	<p>old and new objects.</p> <p>Spot old and new things in a picture.</p> <p>Answer questions using an artefact/ photograph provided.</p> <p>Give a plausible explanation about what an object was used for in the past.</p> <p>Street Detectives Memory Box</p>	<p>Research the life of a famous Briton from the past using different resources to help them (Grace Darling)</p> <p>Research about a famous event that happens in Britain and why it has been happening for some time.</p> <p>Research the life of someone who used to live in their area using the Internet and other sources to find out about them.</p> <p>Towers, Tunnels and Turrets</p> <p>Land Ahoy</p>	<p>Realise that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>Suggest why certain events happened as they did in history.</p> <p>Suggest why certain people acted as they did in history.</p> <p>Explain how events from the past have helped shape our lives.</p> <p>Begin to appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>Tribal Tales</p> <p>I am Warrior</p>	<p>used different weapons from ours.</p> <p>Give more than one reason to support an historical argument.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found.</p> <p>Traders and Raiders</p> <p>Gods and Mortals</p>	<p>country we have today.</p> <p>Gain a good understanding as to how crime and punishment has changed over the years.</p> <p>Summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Summarise how Britain has had a major influence on world history.</p> <p>Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Describe features of historical</p>	
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History Progression Map 2021-2022

					<p>events and people from past societies and periods they have studied.</p> <p>Recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p>Pharaohs Off with Her Head!</p>	
<p>Interpretation of history</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>Street Detectives Memory Box</p>	<p>Compare pictures or photographs of people in the past.</p> <p>Identify different ways to represent the past.</p> <p>Towers, Tunnels and Turrets</p> <p>Land Ahoy</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the effectiveness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources. (fact or fiction)</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations fact or fiction and opinion</p>



History Progression Map 2021-2022

			<p>Look at different representations of the period e.g. museums, cartoons, sources of evidence</p> <p>Tribal Tales I am Warrior</p>	<p>Traders and Raiders</p> <p>Gods and Mortals</p>	<p>Pharaohs Off with Her Head!</p>	<p>Be ware that different evidence will lead to different conclusions</p> <p>Confidently use the library/ technology etc for research</p> <p>Frozen Kingdom</p> <p>A Child's War</p> <p>Hola Mexico!</p>
Historical enquiry	<p>Sort artefacts “then” and “now”</p> <p>Use as wide a range sources as possible</p> <p>Speaking and listening (links to literacy)</p> <p>To ask and answer questions related to different objects and sources.</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers</p> <p>Sequence a collection of artefacts</p> <p>Use of timelines</p> <p>Discuss the effectiveness of sources</p> <p>Answer questions using a range of</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details- artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library, e-learning for research</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant materials to present a picture of one aspect of life in time past</p> <p>Ask a varies of questions</p> <p>Use the library, e-learning for research</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p> <p>Confidently use library books, e-learning, research</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Bring knowledge gather from several sources together in a fluent account</p> <p>Look at more than one version and</p>



History Progression Map 2021-2022

	<p>Ask and answer questions about old and new objects.</p> <p>Spot old and new things in a picture.</p> <p>Street Detectives Memory Box</p>	<p>artefacts/ photographs provided.</p> <p>Find out more about a famous person from the past and carry out some research on him or her. (Grace Darling)</p> <p>Towers, Tunnels and Turrets</p> <p>Land Ahoy</p>	<p>Ask and answer questions</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use various sources of evidence to ask/ answer questions.</p> <p>Research a specific event from the past to then write about this.</p> <p>Tribal Tales</p> <p>I am Warrior</p>	<p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use various sources to piece together information about a period in history.</p> <p>Use my ‘information finding’ skills in writing to help them write about historical information.</p> <p>Through research, identify similarities and differences between given periods in history.</p> <p>Give more than one reason to support an</p>	<p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Give more than one reason to support an historical argument. Identify and explain my understanding of propaganda.</p> <p>Pharaohs</p> <p>Off with Her Head!</p>	<p>say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Identify and explain my understanding of propaganda.</p> <p>Describe a key event from Britain’s past using a range of evidence from different sources.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found.</p> <p>Frozen Kingdom</p> <p>A Child’s War</p> <p>Hola Mexico!</p>
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History Progression Map 2021-2022

				<p>historical argument.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found.</p> <p>Traders and Raiders</p> <p>Gods and Mortals</p>		
<p>Organisation and communication</p>	<p>Time lines (3D with objects/ sequential pictures)</p> <p>Drawing</p> <p>Drama/role play</p> <p>Writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Class display/ museum</p> <p>Annotated photographs</p> <p>ICT</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, etc.</p>	<p>Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>work independently and in groups.</p>	<p>Fit events into a display sorted by theme /time.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms.</p> <p>Work independently and</p>	<p>Select an aspect of study to make a display.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations</p>



History Progression Map 2021-2022

					in groups showing initiative	
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End points for History

Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
R (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6A
Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.	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		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			



History Progression Map 2021-2022

	<p>past and identify different ways in which it is represented.</p>	
<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings,</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the</p>	<p>changes in Britain from the Stone Age to the Iron Age.</p> <p>The Roman Empire and its impact on Britain. • Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. (Tudors)</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>



History Progression Map 2021-2022

<p>characters and events encountered in books read in class and storytelling.</p>	<p>Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)</p> <p>Significant historical events, people and places in their own locality</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
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