

History Programme of Study Progression Map



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretation	<p>Past and Present – ELG</p> <ul style="list-style-type: none"> • 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. <p>Speaking: ELG</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Listening, Attention and Understanding – ELG</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. 	<p>Pupils should be taught to:</p> <p>Toys</p> <ul style="list-style-type: none"> • children to observe what toys were like in the past by using different pictures. • ask questions to find out what toys were like for our grandparents. • use sources such as pictures to look at similarities and differences of toys from the past to the present day. <p>Nantwich Over Time</p> <ul style="list-style-type: none"> • begin to understand that there are different types of evidence. • observe buildings in the town, as well as pictures and other sources of evidence, to see Nantwich has changed. • observe artifacts at Nantwich Museum. <p>CC and NA</p> <ul style="list-style-type: none"> • begin to compare two versions of a past event (people believe different versions of CC exploration). • begin to use different types of evidence to discover about CC and NA's achievements (online, pictures, books). • look at similarities and differences between what CC achieved and what NA achieved and begin to make comparisons. 	<p>Pupils should be taught to:</p> <p>FN</p> <ul style="list-style-type: none"> • observe and use pictures and artefacts confidently to find out about Florence Nightingale. • start to use stories or accounts to distinguish between fact and fiction. <p>Great Fire of London</p> <ul style="list-style-type: none"> • explain that different types of evidence and sources can be used to help represent the past with confidence. <p>Our Monarchy</p> <ul style="list-style-type: none"> • use stories and accounts to distinguish between fact and fiction. • explain that there are different types of evidence with confidence, and how it can be used to help represent the past. 	<p>Pupils should be taught to:</p> <p>Changes in Britain – SA to IA</p> <ul style="list-style-type: none"> • look at more than two versions of the same event or story in history and identify differences. 	<p>Pupils should be taught to:</p> <p>Ancient Greeks</p> <ul style="list-style-type: none"> • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>Anglo Saxons and Scots</p> <ul style="list-style-type: none"> • confidently investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>Roman Empire</p> <ul style="list-style-type: none"> • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Pupils should be taught to:</p> <p>The Viking and Anglo-Saxons</p> <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past. • consider different ways of checking the accuracy of interpretations of the past. • start to understand the difference between primary and secondary evidence and the impact of this on reliability. • begin to evaluate the usefulness of different sources. <p>Early Islam</p> <ul style="list-style-type: none"> • continue to find and analyse a wide range of evidence about the past. • continue to consider different ways of checking the accuracy of interpretations of the past. • develop an understanding of the difference between primary and secondary evidence and the impact of this on reliability. • independently evaluate the usefulness of different sources. 	<p>Pupils should be taught to:</p> <p>WW2</p> <ul style="list-style-type: none"> • use a range of evidence to offer some clear reasons for the different interpretations of events, linking this to factual understanding about the past. • show and awareness of the concept of propaganda. • know that people in the past represent events or ideas in a way that may be to persuade others. <p>Change at Crewe</p> <ul style="list-style-type: none"> • continue to independently use a range of evidence to offer some clear reasons for the different interpretations of events, linking this to factual understanding about the past. • show an increasing awareness of the concept of propaganda. • know that people in the past represent events or ideas in a way that may be to persuade others.

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Historical Investigations

	<p>Pupils should be taught to:</p> <p><u>Toys</u></p> <ul style="list-style-type: none"> • children to research what toys the Victorians played with, by asking simple questions and observing pictures. • observe and handle evidence to find out what toys Victorian children played with. • ask questions to find out what toys were like for our grandparents. • begin to observe and handle evidence to start asking questions about the Great Fire of Nantwich. <p><u>Nantwich Over Time</u></p> <ul style="list-style-type: none"> • begin to ask ‘who, what, why’ questions to research salt in Nantwich. <p><u>CC and NA</u></p> <ul style="list-style-type: none"> • begin to observe and handle evidence to answer simple questions regarding CC and NA’s life and exploration. 	<p>Pupils should be taught to:</p> <p><u>FN</u></p> <ul style="list-style-type: none"> • choose and select evidence with growing confidence and say how it can be used to find out about the past. <p><u>GFOL</u></p> <ul style="list-style-type: none"> • use a range of evidence to help find out facts about the great fire of London. <p><u>Our Monarchy</u></p> <ul style="list-style-type: none"> • continue to use evidence to help find out facts about the monarchy with increasing understanding. 	<p>Pupils should be taught to:</p> <p><u>Egypt</u></p> <ul style="list-style-type: none"> • use a range of primary and secondary sources to find out about the past and understand what these are. • construct informed responses about one aspect of life or a key event in the past through careful selection and organization of relevant historical information. <p><u>Changes in Britain – SA to IA</u></p> <ul style="list-style-type: none"> • regularly address and sometimes devise own questions to find answers about the past. • continue to use a range of primary and secondary sources to find out about the past. 	<p>Pupils should be taught to:</p> <p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> • confidently use a range of primary and secondary sources to find out facts about the Ancient Greeks. • gather more detail from sources such as maps to build up a clearer picture of the past. • devise own questions to find answers about the past with confidence. <p><u>Anglo Saxons and Scots</u></p> <ul style="list-style-type: none"> • confidently use a range of primary and secondary sources to find out facts about the Ancient Greeks. • gather more detail from sources such as maps to build up a clearer picture of the past. • devise own questions to find answers about the past with confidence. <p><u>Roman Empire</u></p> <ul style="list-style-type: none"> • confidently use a range of primary and secondary sources to find out facts about the Ancient Greeks. • gather more detail from sources such as maps to build up a clearer picture of the past. • devise own questions to find answers about the past with confidence. 	<p>Pupils should be taught to:</p> <p><u>The Viking and Anglo-Saxons</u></p> <ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past. • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents. <p><u>Early Islam</u></p> <ul style="list-style-type: none"> • independently recognise when they are using primary and secondary sources of information to investigate the past. • continue to use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents. 	<p>Pupils should be taught to:</p> <p><u>WW2</u></p> <ul style="list-style-type: none"> • use a wide range of different evidence to collect evidence about the past, such as printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. • investigate their own lines of enquiry by posing historically valid questions to answer. <p><u>Change at Crewe</u></p> <ul style="list-style-type: none"> • use a range of evidence to offer some clear reasons for the different interpretations of events, linking this to factual understanding about the past. • show and awareness of the concept of propaganda. • know that people in the past represent events or ideas in a way that may be to persuade others.
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History Programme of Study Progression Map

Chronological Understanding

	<p>Pupils should be taught to:</p> <p><u>Toys</u></p> <ul style="list-style-type: none"> begin to understand and use words and phrases such as: old, new, past, present, technological, material, different. <p><u>Nantwich Over Time</u></p> <ul style="list-style-type: none"> sequence events of The Great Fire of Nantwich in the simplest form. begin to understand and use words and phrases such as: Nantwich, town, Tudor. <p><u>CC and NA</u></p> <ul style="list-style-type: none"> begin to explore the chronology of CC's life and sequence events. begin to understand and use words and phrases such as: journey, space, a long time ago, compare. 	<p>Pupils should be taught to:</p> <p><u>FN</u></p> <ul style="list-style-type: none"> use words and phrases such as: century, new, newest, old, oldest, modern, before, after to show the passing of time. on simple timelines, order events of Florence Nightingales life. <p><u>GOFL</u></p> <ul style="list-style-type: none"> sequence pictures of the Great Fire of London. plot the Great Fire of London on a timeline with other historic events (Monarchy, FN) order the events in which they happened during the Great Fire of London, using specific dates. <p><u>Our Monarchy</u></p> <ul style="list-style-type: none"> sequence pictures of Monarchs and their reign through different periods. order dates of Queen Victoria and Queen Elizabeth I on a time line from earliest to latest. 	<p>Pupils should be taught to:</p> <p><u>Egypt</u></p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. <p><u>Changes in Britain – SA to IA</u></p> <ul style="list-style-type: none"> continue to understand how to sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time, with increasing confidence and ease. 	<p>Pupils should be taught to:</p> <p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> independently sequence several events, artefacts and historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. 	<p>Pupils should be taught to:</p> <p><u>The Viking and Anglo-Saxons</u></p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately. accurately use dates and terms to describe historical events. understand and describe in some detail the main changes to an aspect in a period in history. <p><u>Early Islam</u></p> <ul style="list-style-type: none"> independently order an increasing number of significant events, movements and dates on a timeline using dates accurately. continue to accurately use dates and terms to describe historical events. understand and describe, with confidence, the main changes to an aspect in a period in history. 	<p>Pupils should be taught to:</p> <p><u>WW2</u></p> <ul style="list-style-type: none"> understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. independently order an increasing number of significant events, movements and dates on a timeline using dates accurately. confidently understand and describe in detail the main changes to an aspect in a period in history. <p><u>Change at Crewe</u></p> <ul style="list-style-type: none"> use a range of evidence to offer some clear reasons for the different interpretations of events, linking this to factual understanding about the past. show and awareness of the concept of propaganda. know that people in the past represent events or ideas in a way that may be to persuade others.
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Knowledge and Understanding of People, Places and Changes in the past

	<p>Pupils should be taught to:</p> <p><u>Toys</u></p> <ul style="list-style-type: none"> recognise some similarities and differences of toys from the past and toys in present day. <p><u>Nantwich Over Time</u></p> <ul style="list-style-type: none"> describe significant individuals who lived and worked in Nantwich and briefly explain their impact on Nantwich today. explore the salt industry in Nantwich using different sources, as well as Nantwich Museum. <p><u>CC and NA</u></p> <ul style="list-style-type: none"> to know and recount episodes from stories and significant events in history. 	<p>Pupils should be taught to:</p> <p><u>FN</u></p> <ul style="list-style-type: none"> identify similarities and differences between the ways of life in different periods. describe Florence Nightingale and her life with detail. <p><u>GFOL</u></p> <ul style="list-style-type: none"> begin to make comparisons between the Great Fire of Nantwich to the Great Fire of London. describe the significant of Samuel Pepys and his role in the Great Fire of London. <p><u>Our Monarchy</u></p> <ul style="list-style-type: none"> identify, with confidence, similarities and differences between ways of life between Queen Victoria and Queen Elizabeth I. 	<p>Pupils should be taught to:</p> <p><u>Egypt</u></p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes. find out about the everyday lives of people in time studied compared with our life today. identify key features, aspects and events of the time studied. <p><u>Changes in Britain – SA to IA</u></p> <ul style="list-style-type: none"> continue to note key changes over a period of time and be able to give more in depth reasons for those changes with confidence. find out about everyday lives of people in time studied compared to life today with increasing confidence. identify key features, aspects and events of the time studied and understand what these are. 	<p>Pupils should be taught to:</p> <p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> explain how people and events in the past have influenced life today. describe connections and contrasts between aspects of history, people, events and artefacts studied. <p><u>Anglo Saxons and Scots</u></p> <ul style="list-style-type: none"> explain how people and events in the past have influenced life today. describe connections and contrasts between aspects of history, people, events and artefacts studied. <p><u>Roman Empire</u></p> <ul style="list-style-type: none"> explain how people and events in the past have influenced life today. describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Pupils should be taught to:</p> <p><u>The Viking and Anglo-Saxons</u></p> <ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people. use appropriate historical terms. describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p><u>Early Islam</u></p> <ul style="list-style-type: none"> continue to identify and note connections, contrasts and trends over time in the everyday lives of people. use appropriate historical terms independently and in context. describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children confidently. 	<p>Pupils should be taught to:</p> <p><u>WW2</u></p> <ul style="list-style-type: none"> use appropriate historical terms such as social, economic and political when describing the past. examine causes and results of great events and the impact these had on people. describe key features of the past, including attitudes and beliefs, with confidence. <p><u>Change at Crewe</u></p> <ul style="list-style-type: none"> use a range of evidence to offer some clear reasons for the different interpretations of events, linking this to factual understanding about the past. show and awareness of the concept of propaganda. know that people in the past represent events or ideas in a way that may be to persuade others.
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		<p>Pupils should be taught to:</p> <p><u>FN</u></p> <ul style="list-style-type: none"> •to be able to draw, write and talk about Florence Nightingales life. <p><u>GFOL</u></p> <ul style="list-style-type: none"> •show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. •retell simple stories from the past with detail. <p><u>Our Monarchy</u></p> <ul style="list-style-type: none"> • show an understanding of historical terms, such as: monarch, parliament, government, war. •communicate their knowledge through drama and role play. 	<p>Pupils should be taught to:</p> <p><u>Egypt</u></p> <ul style="list-style-type: none"> •use and understand appropriate historical vocabulary to communicate information. •present, communicate and organize ideas about the past. <p><u>Changes in Britain – SA to IA</u></p> <ul style="list-style-type: none"> •use and understand appropriate historical vocabulary to communicate information and appropriately. •present, communicate and organise ideas about the past. 	<p>Pupils should be taught to:</p> <p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> •use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. •present, communicate and organise ideas about the past using models, drama, role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. <p><u>Anglo Saxons and Scots</u></p> <ul style="list-style-type: none"> •start to present ideas based on their own research about a studied period. <p><u>Roman Empire</u></p> <ul style="list-style-type: none"> •use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. •present, communicate and organise ideas about the past using models, drama, role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. •start to present ideas based on their own research about a studied period. 	<p>Pupils should be taught to:</p> <p><u>The Viking and Anglo-Saxons</u></p> <ul style="list-style-type: none"> •begin to know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. <p><u>Early Islam</u></p> <ul style="list-style-type: none"> •know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilization, social, political, economic, cultural, religious. 	<p>Pupils should be taught to:</p> <p><u>WW2</u></p> <ul style="list-style-type: none"> •know and show good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. •plan and present a self-directed project or research about the studied period. •confidently present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. <p><u>Change at Crewe</u></p> <ul style="list-style-type: none"> •use a range of evidence to offer some clear reasons for the different interpretations of events, linking this to factual understanding about the past. •show and awareness of the concept of propaganda. •know that people in the past represent events or ideas in a way that may be to persuade others.
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