



Lawn
Primary
School

National Curriculum Progression Map

History

Subject lead: Miss Clare Grant

History

EYFS

Understanding the World ELG: Past and Present

Children at the expected level of development will: - 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.

History: Key Stage 1

	Within living memory	Beyond living memory	Lives of significant people	Local history
	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality.
Year 1	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age. Know what a number of older objects were used for. Know the main differences between their school days and that of their grandparents. 		<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous. 	<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live.
Year 2		<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born. Know what we use today instead of a number of older given artefacts. Know that children's lives today are different to those of children a long time ago. 	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous. 	<ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

History: Key Stage 2

Ancient Greece	Chronology (Stone Age to 1066)	Beyond 1066	Local Study
<ul style="list-style-type: none"> Greek life and influence on the Western world. 	<p>To include:</p> <ul style="list-style-type: none"> Stone Age to Iron Age Romans Anglo-Saxons Vikings 	<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066. 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066.
<p>Year 3</p>	<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans. Know about and can talk about the struggle between the Athenians and the Spartans. Know about the influence the gods had on Ancient Greece. Know about the link between the Ancient Greeks and the modern Olympics. Know at least five sports from the Ancient Greek Olympics. 	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age. Know the main differences between the stone, bronze and iron ages. Know what was meant by 'hunter-gatherers'. 	

Year 4

- Know how Britain changed from the iron age to the end of the Roman occupation.
- Know how the Roman occupation of Britain helped to advance British society.
- Know how there was resistance to the Roman occupation and know about Boudica.
- Know about at least one famous Roman emperor.

- Know how Britain changed between the end of the Roman occupation and 1066.
- Know about how the Anglo-Saxons attempted to bring about law and order into the country.
- Know that during the Anglo-Saxon period Britain was divided into many kingdoms.
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.
- Use a timeline to show when the Anglo-Saxons were in England.

History: Key Stage 2

Chronology (Stone Age to 1066)		Beyond 1066	Local Study
<p>To include:</p> <ul style="list-style-type: none"> Stone Age to Iron Age Romans Anglo-Saxons Vikings 		<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066. 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066.
Year 5	<ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map. Know that the Vikings and Anglo-Saxons were often in conflict. Know why the Vikings frequently won battles against the Anglo-Saxons. 		<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (Industrial Revolution). Know how the lives of wealthy people were different from the lives of poorer people during this time.
Year 6		<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. Know how to place historical events and people from the past societies and periods in a chronological framework. Know how Britain has had a major influence on the world. 	

Historical Enquiry Skills

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

Year 3

- Summarise how Britain may have learnt from other countries and civilisations (historically and more recently).
- Research what it was like for children in a given period of history and present findings to an audience.

Year 4

- Research to find answers to specific historical questions about their locality.
- Know how their locality has been shaped by what happened in the past.
- Know how historic items and artefacts have been used to help build up a picture of life in the past.
- Know how the impact that one period of history had on the world.

Year 5

- Describe events from the past using dates when things happened.
- Know how an event or events from the past have shaped our lives today.
- Draw an accurate timeline with different historical periods showing key historical events or lives of significant people.
- Know how crime and punishment has changed over a period of time.
- Know how Britain has had a major influence on the world.
- Know how the lives of wealthy people were different from the lives of poorer people.

Year 6

- Research in order to find similarities and differences between two or more periods of history.
- Know how to place features of historical events and people from past societies and periods in a chronological framework.
- Know about the main events from a period of history, explaining the order of events and what happened.
- Know that many of the early civilisations gave much to the world.