

Tall Oaks Academy Trust Progression Map for History.

SPRING TERM		EYFS	1	2	3	4	5	6
National Curriculum		Understanding the world - The World. - Comments and asks questions about aspects of their familiar world, such as the place where they live. - Talks about why things happen and how things work. - Develop an understanding of growth, decay and changes over time. - Looks closely at similarities, difference and change.	Changes within living memory (A toy story) - Develop an awareness of the past - Use common words and phrases relating to the passing of time. - Identify similarities and differences between ways of life in different periods - Understand about changes within living memory.	The Plague - Have an understanding of Britain's past - Know where the people and events they study fit within a chronological framework. - Learn about events beyond living memory - Learn about the lives of significant individuals	Victorians - Have an understanding of Britain's past - Develop chronological knowledge of British, local and world history. - Learn about the lives of significant individuals who have contributed to national and international achievements.	Famous historical explorers - Develop chronological knowledge of British, local and world history. - Learn about the lives of significant individuals who have contributed to national and international achievements.	Ancient Egyptians - Understand the nature of ancient civilisations - Learn about the achievements of the earliest civilisations - Carry out a depth study of Ancient Egypt	The history of our life time or The history of politics - Understand the term parliament - Develop chronological knowledge of British, local and world history. - Learn about the lives of significant individuals who have contributed to national and international achievements.
Curriculum Areas covered	Vocabulary	Gainsborough, live, home, house, change.	Toy, game, time, past, change, compare, same, different, old, new, living memory, life	The Plague, The Black Death, bubonic, buboes, bubo, fire, flame, Great Fire, London, smoke, ask, Pudding Lane	Victorian, Queen Victoria, Time, past, chronological order, 19th century, 20th century, 21st Century, Era, period, Industrial Revolution, monarch	discovery, explore, adventure, expedition, voyage, pioneer, New World, travel, sail, fly, society, change, stereotypes.	Ancient Civilisation, Egypt, Egyptian, religion, rich, poor, Gods, Goddesses, after-life, death, mummification, sarcophagus, society, pyramile,	Current affairs, importance and relevance, pandemic, debate, research, contemporary. Or politics, politician, House of Commons, Houses of Parliament, Lords, debate, Law, Prime Minister, democracy, Labour, Conservatives parties, left wing, right wing
	Chronological Understanding	Sequence photographs from different parts of their life. Match objects to people of different ages.	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from individuals studied on time line Use terms related to the period and begin to date events	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
	Range and Depth of Historical Knowledge	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life of key individuals Identify key features and events of individuals Look for links and effects of individuals studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
	Interpretations of history	Recognise the difference between past and present in their own and others' lives Describe an event or family member from their past that is important to remember	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period.	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books, internet and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
	Historical Enquiry	Know and recount episodes from their own and others' past, saying why it happened.	Find answers to simple questions about the past from sources of information	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
	Organisation and communication	Use stories to encourage children to distinguish between fact and fiction.	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...	Recall, select and organise historical information. Communicate their knowledge and understanding.	Recall, select and organise historical information. Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.

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SUMMER TERM		EVFS	1	2	3	4	5	6	
National Curriculum		Understanding the world: Guiding children to make sense of their physical world and their community. Communication and language: Conversations with adults and peers in a language-rich environment. Literacy: Initiating the development of a life-long love of books and then reading.	Pirates - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Learn about the lives of significant individuals - Learn about events beyond living memory	Health & Nursing (NHS) - Understand some of the ways in which we find out about the past and identify different ways in which it is presented. - Learn about events beyond living memory and how these impacted changes within living memory. - Learn about the lives of significant individuals	Ancient Greece - Learn about the legacy of Greek culture - Learn about Ancient Greek life and their achievements. - Understand what influence they had on the western world	Inventions that impacted on the world - Learn about the lives of significant individuals who have contributed to national and international achievements.	Space Age - Study a turning point in British (space) history - Learn about the lives of significant individuals who have contributed to national and international achievements.	The information age or The British slave trade - Develop chronological knowledge of British, local and world history. - Learn about a significant turning point in British history - Learn about the lives of significant individuals who have contributed to national and international achievements.	
Curriculum Areas covered	Vocabulary	Enriching and widening children's vocabulary to support later reading comprehension: story (and its link to the word) history, past (link to before now), present (link to now), future (and its link to things yet to happen).	fact, fiction, robber, pirate, source,	Wellbeing, healthcare, NHS, Florence Nightingale, Mary Seacole	Greece, Ancient, dodecatheon, culture, gods, myths, mythology, mythological, heroes,	wheel, electricity, antibiotics, vaccinations, the compass, fridge, transports, train, car, plane, telephone, light bulb, camera, source, invention,	Pioneer, space race, space age, impact, legacy, astronaut, cosmonaut,	Information, invention, technology, internet, computer, programming, STEM, algorithm. Or Slave, trade, slavery, Britain, Africa, America, racism, Atlantic, triangular, abolished, Harriet Tubman, modern, cultures.	
	Chronological Understanding	Sequence photographs from different parts of their life. Match objects to people of different ages.	Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from inventors studied on time line Use terms related to the period and begin to date events	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line	
	Range and Depth of Historical Knowledge	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life of key inventors. Identify key features and events of inventions. Look for links and effects of inventions studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied	
	Skills / Knowledge	Interpretations of history	Recognise the difference between past and present in their own and others' lives Describe an event or family member from their past that is important to remember	Use stories to encourage children to distinguish between fact and fiction.	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period.	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
	Historical Enquiry	Know and recount episodes from their own and others' past, saying why it happened.	Find answers to simple questions about the past from sources of information.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account	
Organisation and communication	Use stories to encourage children to distinguish between fact and fiction.	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...	Recall, select and organise historical information. Communicate their knowledge and understanding.	Recall, select and organise historical information. Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.		

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AUTUMN TERM		EYFS	1	2	3	4	5	6
National Curriculum		Understanding the World - People and communities. - Remembers and talks about significant events in the lives of people who are familiar to them. - Remembers and talks about significant events in their own experience. - Recognises and describes special times or events for family and friends. - Enjoys joining in with family customs and routines	Vikings - Have an awareness of the past. - Use common words/phrases relating to the passing of time. - Introduce pupils to a historical period. - Learn about events beyond living memory. - Learn about the lives of significant individuals - Learn about historical events, people and places in their own locality. - Learn about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Castles & Warfare - Understand how Britain has influenced and been influenced by the wider world - Learn about events beyond living memory and how these have impacted changes within living memory. - Learn about the lives of significant individuals who have contributed to national and international achievements.	Tudors & The Current Monarchy (Absolute Power) - Understand the term peasantry - Learn about the lives of significant individuals.	Romans - Gain an understanding of 'empire'. - Understand significant aspect of the history of the wider world such as the expansion and dissolution of empires. - Develop chronological knowledge of British, local and world history. - Learn about the lives of significant individuals - Learn about the Roman Empire and its impact on Britain	Mayflower (The hi(story) of our town) - Learn about the lives of significant individuals - Develop chronological knowledge of local history - Study an aspect of history from a period beyond 1066 that is significant in the locality - Learn about the lives of significant individuals who have contributed to national and international achievements. - Learn about historical events, people and places in their own locality	WW2 - Understand how Britain has influenced and been influenced by the wider world. - Learn about the lives of significant individuals - Understand how our knowledge from the past is constructed from a range of sources. - Develop chronological knowledge of British, local and world history. - Study a significant turning point in British history - Learn about the lives of significant individuals who have contributed to national and international achievements.
Curriculum Areas covered	Vocabulary	people, world, family, photograph, past, me	Vikings, invasion, longboats, Sven Forkbeard, capital city, Edward the Confessor, Gainsborough	Lincoln Castle, motte, bailey, keep, drawbridge, wall tower, Normans, William the Conqueror, Battle of Hastings, warfare	Kings, Queens, monarchy, Henry VIII, Queen Elizabeth II, power, primary source, secondary source, absolute power, constitutional power	Romans, army, Empire, conquest, roads, aqueducts, bath houses, hygiene, Julius Caesar, Spartacus	Pilgrims, Mayflower, Separatists, Gainsborough, Holland, voyage, Wampanoags, America, Thanksgiving, colony, colonists, peace treaty, settlement.	World War 2, Kindertransport, evacuation, Holocaust, Nazi, German, Jewish, primary source, secondary source, allies, enemy, prejudice
	Chronological Understanding	Sequence photographs from different parts of their life. Match objects to people of different ages.	Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Place relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
	Range and Depth of Historical Knowledge	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
	Interpretations of history	Recognise the difference between past and present in their own and others' lives Describe an event or family member from their past that is important to remember	Use stories to encourage children to distinguish between fact and fiction	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period.	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books, internet and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
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