

Chiltern Primary School History Progression Map

Together, over time, we are proud to learn to make a difference, to ourselves and others.

Our curriculum vision:

- Our Chiltern community celebrates differences and diversity.
- A curriculum, which engages and enriches...
- Has ambition for ALL moving all from novice to expert.

What does this look like within History?

- *Diversity*. To explore, understand and form their own opinions about diversity in the past.
- *Enrichment*. Relevant, hands on experiences, visitors and trips.
- *Ambitious*. Leaving as critical and analytical thinkers.

History Skills for ALL Children at Chiltern.

ALL children will leave Chiltern Primary School with *three main skills*;

Critical and analytical thinkers.

Understanding chronology

Understand and question the impact History has on the world today.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- Uncovering the Past with Exciting Activities
- Discover the people, places and events of the past that shaped the present day. From ancient civilizations shrouded in mystery, to transformative events of the 20th Century.
- There can be so many dates and names to remember, history can seem confusing - especially for younger children. We want them to enjoy learning about important people and great changes that have led us to the 21st Century.
- Changes within Living Memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- Some of the history topics your KS2 children will study include: The Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, early civilizations like Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China, Ancient Greece and world history like World War Two.
- Changes in Britain
- A Local History Study
- Themes and aspects in British history that extends pupils' chronological knowledge beyond 1066
- Non-European Society that Provides a Contrast with British History

Intent

- Coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum.
- To develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning.
- Key skills and concepts, will be revisited throughout different units, The skills are: *Critical and analytical thinkers, Understanding chronology, Understand and question the impact History has on the world today.*
- The coverage of recent history in KS1 such as 'The Great Fire of London' and 'Travel and Transport' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. For KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time.
- The intent in lower KS2 is that children can work in chronological order, from ancient history such as 'The Romans' progress onto more modern history such as 'Crime and Punishment'.
- Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as 'Shang Dynasty' and 'Stone Age' through to more modern history such as 'World War II' and 'Leisure and Entertainment'.
- The repeat in KS2 of chronological order from ancient to modern allows children to truly develop and embed a sense of time, and how civilizations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Greece and the Stone Age.

Implementation

- Time line in all classrooms will be a basic general timeline – this will be in every class. This will be used to zone in to the current period of time that is being studied in that year group.
- Each lesson consists of the revisiting of prior knowledge and vocabulary, direct teaching of new skills and vocabulary, analysis of new learning and application to help embed what has been taught.
- Our History scheme of work will help children to build on prior knowledge at the same time as introducing new skills and challenges.
- In KS1, the focus is on developing the concept of time, important people and events and how this has helped shape the world that we live in today.
- In KS2, lessons still focus on embedding the concept of time, important people and events and how this has helped shape the world that we live in today, but

with the addition to settlements within Britain and the complexity of changes, which have occurred.

Impact

Critical and analytical thinkers - To view the larger picture, and focus in to enable them to question, analyse, critique and conclude finer details. To question authenticity of the past.

Understanding chronology – To have an understanding of chronology, a sense of time and how events interlink with one another. To see progression throughout time and set backs.

Understand and question the impact History has on the world today – To see the past as part of their world, becoming open minded to the past, extending beyond school. Enabling them to be confident and respectful citizens who have an empathic and understanding life.

History						
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Understanding Chronology.</i>	Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past	Recount changes in own life over time Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.	Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Uses timelines to place events in order – starting to place within measured intervals. Uses words and phrases: century, decade, BC, AD, after, before, during. Names and places dates of significant events from past on a timeline.	Uses timelines to place events in order – starting to measure intervals. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.	To draw a timeline with measured intervals and place events in order. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period
<i>Understand and question the impact History has on the world today.</i>	Tell the difference between past and present in own and other people's lives	Uses information to describe differences between then and now. Recounts main events from a significant event in history. Uses evidence to explain reasons why people in past acted as they did.	Uses evidence to find out about change during a time period. Describes similarities and differences between people, events and objects.	Shows knowledge and understanding by describing features of past societies and periods. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Can discuss the impact and causes of historical change in Britain.	Can discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. Gives own reasons why changes may have occurred, backed up with evidence. Describes similarities and differences between some people, events and objects studied. Describes how some changes

				Describes how some of the past events/people affect life today.		affect life today.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Critical and analytical thinkers.</i>	Begins to identify and recount some details from the past from sources (e.g. pictures, stories)	Look at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet). Understand why some people in the past did things.	Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented, and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
	Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'What was it like for a ...?', 'What happened in the past?', 'How long	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'How did people ...?	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks.

		ago did... happen?'	'What did people do for ...?'	visits to collect information about the past. Asks questions such as 'What was it like for a ... during...?'	questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	Forms own opinions about historical events from a range of sources.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What the skills should look like when embedded (Communication and Organisation)	Shows knowledge and understanding about the past in different ways (e.g. role-play, drawing, writing, talking).	Describes objects, people and events. Writes simple stories and recounts about the past.	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience.	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.

	KS1	LKS2	UKS2
Royalty in Britain and local history	<p>Children begin to understand the particular concept of time. Children develop their skills in sequencing events, start to question the reliability of some historical evidence, awareness of change and to draw conclusions from their own and others opinions.</p> <p>Children can:</p> <p>Y2</p> <p>I know how to demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria.</p> <p>I can think of some questions for my own enquires into various kings and queens that interest me</p> <p>I know how to recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.</p> <p>Vocabulary</p> <p>Monarch, Parliament, Succession. Significant, Nickname, William the Conqueror, Henry VIII, Richard III, John, Charles I, Edward I, Elizabeth I, Victoria, Elizabeth II (Year 2)</p>	<p>Children develop their skills of . In LKS2, Children develop their. In LKS2, children will continue to develop their chronological understanding by place events in context of time. The children's skills to compare and contrast will aid their ability to ask questions on topic matters. They will use a variety of historical evidence to support their conclusions.</p> <p>Children know:</p> <p>Y4</p> <p>I have a chronological understanding of which monarch reigned in relation to another.</p> <p>I can ask questions about life in Norman England and look at a map of the British Empire to understand why the UK was such a powerful nation in the Victorian era.</p> <p>I know how to raise questions for Queen Elizabeth II in order to understand life as a modern monarch.</p> <p>Vocabulary</p> <p>Monarch, Parliament, Succession. Significant, Nickname, William the Conqueror, Henry VIII, Richard III, John, Charles I, Edward I, Elizabeth I, Victoria, Elizabeth II (Year 2)</p> <p>Arithmetic, Industry, Industrial Revolution, Invention, Livestock, Migrate, Reign, Rural, Revolution</p>	<p>Children begin to look Children begin to look more in depth at how periods of time have influenced, and impacted events before, after and the word today. To question the influences and impacted and answer questions by using historical evidence to support their conclusions. The children will have a strong understanding of chronology and will be able to draw a timeline with accurate intervals to represent time. Children to make links and identify similarities and differences on the units studied.</p> <p>Children know:</p> <p>Y6</p> <p>I can recognize and describe why the Shang dynasty is historically significant.</p> <p>I know how to demonstrate a full understanding of the Shang dynasty by composing my own historically valid accounts about different aspects of the civilization.</p> <p>I am able to compare and contrast the Shang dynasty with other early civilisations.</p> <p>I know how to explain the significance and purpose of a range of Shang artefacts in detail and draw my own conclusion.</p> <p>Vocabulary</p> <p>Monarch, Parliament, Succession. Significant, Nickname,</p>

		Typhoid, Workhouses, National Health Service, Gruel (Year4)	William the Conqueror, Henry VIII, Richard III, John, Charles I, Edward I, Elizabeth I, Victoria, Elizabeth II (Year 2) Arithmetic, Industry, Industrial Revolution, Invention, Livestock, Migrate, Reign, Rural, Revolution Typhoid, Workhouses, National Health Service, Gruel (Year4) Oracle Bones, Fu Hao, Intact, Jade, Bronze, Cowrie Shells. (Year 6)
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	KS1	LKS2	UKS2
Settlements and Changes in Britain	<p>Children begin to understand the particular concept of time. Children develop their skills in sequencing events, start to question the reliability of some historical evidence, awareness of change and to draw conclusions from their own and others opinions.</p> <p>Children know:</p> <p>Y1</p> <p style="background-color: yellow;">I know how to talk about some of the key events of The Great Fire of London.</p> <p style="background-color: green;">I can say why The Great Fire of London spread and eventually stopped.</p> <p style="background-color: magenta;">I know how to explain how we know about The Great Fire of London from a variety of primary sources,</p>	<p>Children develop their. In LKS2, children will continue to develop their chronological understanding by place events <i>in context of time</i>. The children's skills to compare and contrast will aid their ability to ask questions on topic matters. They will use a variety of historical evidence to support their conclusions.</p> <p>Children can:</p> <p>Y3</p> <p style="background-color: yellow;">I know some facts about the Romanisation of Britain.</p> <p style="background-color: green;">I know when to demonstrate a deeper understanding of the topic and recognise how Britain has been influenced and shaped by the Roman occupation.</p> <p style="background-color: magenta;">I know when to use a variety of sources of evidence to appreciate how an accurate picture of the past can be</p>	<p>Children begin to look more in depth at how periods of time have influenced, and impacted events before, after and the word today. To question the influences and impacted and answer questions by using historical evidence to support their conclusions. The children will have a strong understanding of chronology and will be able to draw a timeline with accurate intervals to represent time. Children to make links and identify similarities and differences on the units studied.</p> <p>Children can:</p> <p>Y5</p> <p style="background-color: yellow;">I know how to explain how Stonehenge changed from the Stone Age onwards.</p> <p style="background-color: green;">I know how to explain the different challenges of survival for early man.</p>

	KS1	LKS2	UKS2
<p data-bbox="230 703 264 738">Y2</p> <p data-bbox="230 1214 365 1249">Vocabulary</p> <p data-bbox="230 1270 808 1350">Travel, Transport, Steam Engine, Petrol / Combustion, Engine, Electric Cars (Year 1)</p> <p data-bbox="230 1361 808 1396">The Gunpowder Plot, Catholics, Protestants, Houses of</p>	<p data-bbox="264 185 857 316">I have an understanding of the chronology of the different points in history when various types of transport have been used and invented.</p> <p data-bbox="264 363 857 494">I know how to demonstrate an understanding of the ways in which travel and transport has changed throughout history.</p> <p data-bbox="264 542 857 632">I know how to articulate the differences between old and new transport</p> <p data-bbox="264 746 857 836">I can talk about some of the key events and people involved in the Gunpowder Plot.</p> <p data-bbox="264 884 857 973">I show an awareness of the differences in ways of living in 1605 compared to the present.</p> <p data-bbox="264 1021 857 1152">I have begun to question and show understanding of the different roles of people involved in the Gunpowder Plot.</p>	<p data-bbox="891 185 1529 226">constructed.</p> <p data-bbox="891 290 1529 379">I can say whom the Anglo-Saxons and Scots were, when, and why they invaded Britain.</p> <p data-bbox="891 427 1529 558">I know how to explain how life in Britain changed as a result of the Anglo-Saxons and Scots invasions, recognising similarities and differences.</p> <p data-bbox="891 606 1529 737">I know when to analyse historical evidence and artefacts to make claims about the Anglo-Saxons life and culture.</p> <p data-bbox="891 801 925 836">Y4</p> <p data-bbox="891 849 1529 979">I know some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline.</p> <p data-bbox="891 1027 1529 1203">I know how to demonstrate a full understanding of how the Vikings have shaped British culture and history by composing historically valid questions.</p> <p data-bbox="891 1251 1529 1340">I can describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments.</p>	<p data-bbox="1552 245 2190 335">I know how to explain why the evidence we have from the Romans about Iron Age Druids might be unreliable</p> <p data-bbox="1552 383 2190 526">I can say when the Ancient Greek people lived and order some events from the time on a Timeline.</p> <p data-bbox="1552 574 2190 794">I know when to compare and contrast modern day political systems with those from Ancient Greece showing a full understanding of the concepts and appreciation of how the Athenian system shaped modern politics.</p> <p data-bbox="1552 842 2190 1069">I know when to talk about some Ancient Greek gods and Know some features of Greek myths. Explain how and why the Greek Empire was so successful and be able to confidently explain how the political systems worked.</p> <p data-bbox="1552 1117 2190 1206">I have a chorological understanding of how technology developed over the century.</p> <p data-bbox="1552 1254 2190 1343">I understand why and how young people were very different to their parents in the 1960's.</p>

	KS1	LKS2	UKS2
	<p>Parliament, Gunpowder, Execute, Guy Fawkes, King James I, Robert Cateby, Thomas Percy, Bonfire, 5th November 1605.</p>	<p>I know when to talk about some of the key facts about punishment that were used during the Roman, Anglo-Saxons, Tudor and Victorian times.</p> <p>I know how to talk about and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them.</p> <p>I know key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources.</p> <p>Vocabulary Travel, Transport, Steam Engine, Petrol / Combustion, Engine, Electric Cars (Year 1) The Gunpowder Plot, Catholics, Protestants, Houses of Parliament, Gunpowder, Execute, Guy Fawkes, King James I, Robert Catesby, Thomas Percy, Bonfire, 5th November 1605. Caledonia, Celts, Emperor, Iceni, Legion, Picts, Roman Empire, Rebellion, Boudicca, Hadrian's Wall, Gods / Goddesses, Angles, Christianity, Missionary, Pagans, Picts, Romans, Saxons, Scots, Monks, Superstitious, Omens (Year 3) Bobbies, Peelers. Deterrent. Execution. Highwaymen. Humiliation. Judge. Jury. Ordeal. Treason. Victim. Trail, Mutilation, Exile. (Year 4)</p>	<p>I know when to confidently debate the effects of increased television on modern lifestyles.</p> <p>Y6</p> <p>I know when to demonstrate a full understanding of a wide range of World War II events.</p> <p>I know how to explain the Holocaust in detail and make links and comparisons to issues today.</p> <p>I know how to explain how and why the changing role of women was significant to the war effort,</p> <p>Vocabulary Travel, Transport, Steam Engine, Petrol / Combustion, Engine, Electric Cars (Year 1) The Gunpowder Plot, Catholics, Protestants, Houses of Parliament, Gunpowder, Execute, Guy Fawkes, King James I, Robert Catesby, Thomas Percy, Bonfire, 5th November 1605. Caledonia, Celts, Emperor, Iceni, Legion, Picts, Roman Empire, Rebellion, Boudicca, Hadrian's Wall, Gods / Goddesses, Angles, Christianity, Missionary, Pagans, Picts, Romans, Saxons, Scots, Monks, Superstitious, Omens (Year 3) Bobbies, Peelers. Deterrent. Execution. Highwaymen. Humiliation. Judge. Jury. Ordeal. Treason. Victim. Trail, Mutilation, Exile. (Year 4)</p>

	KS1	LKS2	UKS2
			<p>Bronze, Alloy, Bone Marrow, Earthwork, Celt, Sacrifice, Tribe, Iron, Settlement, Hillforts, Druids, Roundhouses, Hearth, Wattle, Daub, Stonehenge, Skara Brae, Film Posters, Cinema, Technology Development, Century, Billy Butlin, Audiences, Modern Lifestyles. (Year 5)</p> <p>Allies, Axis, Conscripted, Dogfight, Commemorate, Home Front, Rationing, Evacuation, Land Girls, Air-raid, Campaign, Atomic Bombs, Blitz, Nazi Party, Annex, Czechoslovakia, Propaganda, Active Service, (Year 6)</p>

