

# *Key Concepts Progressive Curriculum Map*

## *History*

*Includes EYFS - Years 1 to 6 - Greater  
Depth*

*Key Concepts in History:*

- *Historical interpretations (HI)*

- Knowledge and understanding of events, people and changes in the past (KU)
- Chronological understanding (CU)
- Historical Understanding (HU)

| Early Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn | Spring | Summer |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|
| <ul style="list-style-type: none"> <li>• Can they talk about past and present events in their own lives and in the lives of family members?</li> <li>• Do they know that other children don't always enjoy the same things, and are sensitive to this?</li> <li>• Do they know about similarities and differences between themselves and others, and among families, communities and traditions?</li> <li>• Can they use past, present and future forms or accurately when talking about events that have happened or are to happen in the future?</li> </ul> |        |        |        |
| Greater Depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |        |        |
| <ul style="list-style-type: none"> <li>• Do they know the difference between past and present events in their own lives and why some people's lives were different to the past?</li> <li>• Do they know that other children have different likes and dislikes and that they may be good at different things?</li> <li>• Do they understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect?</li> </ul>                                                                     |        |        |        |

# Class 2

| Class 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn | Spring | Summer |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|
| <ul style="list-style-type: none"> <li>• Can they put at least 3 pictures/artefacts or events in chronological order (recent history)? <b>CU</b></li> <li>• Can they use words and phrases such as old, new, a long time ago, before and after with accuracy? <b>CU</b></li> <li>• Can they recount personal history and events or changes that have happened? <b>KU</b></li> <li>• Can they recognise that a story may have happened a long time ago? <b>HU</b></li> <li>• Do they know that some objects belong to the past? <b>HE</b></li> <li>• Can they retell a familiar story set in the past in chronological order? <b>CU</b></li> <li>• Can they look at books to find out about the past? <b>HI</b></li> <li>• Can they identify some ways that people have impacted upon our lives? <b>HI</b></li> <li>• Can they recognise they we celebrate certain events, such as bonfire night, because of what happened may years ago? <b>KU</b></li> <li>• Can they begin to identify objects from the past and the main differences between old and new objects? <b>HU</b></li> <li>• Can they use a timeline to place important events? <b>CU</b></li> <li>• Can they use books, pictures and the internet to find out about the past? <b>HI</b></li> <li>• Can they ask questions about the past? <b>HE</b></li> </ul> |        |        |        |
| <b>Greater Depth</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |        |        |
| <ul style="list-style-type: none"> <li>• Can they ask relevant questions using a range of artefacts/photographs provided? <b>HE</b></li> <li>• Can they find out more about a person or event from the past through their own research? <b>HI</b></li> <li>• Can they research the past using multiple sources and summarise the key points? <b>HI</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |        |        |

# Class 3

| Class 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn | Spring | Summer |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|
| <ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects? <i>HE</i></li> <li>• Can they spot old and new things in a picture? <i>HE</i></li> <li>• Can they answer questions using an artefact/photograph provided? <i>KU</i></li> <li>• Can they give a plausible explanation about what an object was used for in the past? <i>HI</i></li> <li>• Can they find out more about a person or event from the past from a given source? <i>HE</i></li> <li>• Can they describe dates of and order significant events from the period studied? <i>CU</i></li> <li>• Can they research what it was like for a person in a given period from the past using primary and secondary sources? <i>HE</i></li> <li>• Can they give more than one reason to support an historical argument? <i>HI</i></li> <li>• Can they order significant events and dates on a timeline? <i>CU</i></li> <li>• Can they describe differences and similarities between people, events and artefacts studied? <i>KU</i></li> <li>• Can they look at different versions of the same event in history and identify differences? <i>HI</i></li> </ul> |        |        |        |
| Greater Depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |        |        |
| <ul style="list-style-type: none"> <li>• Can they begin to use more than one source of information to bring together a conclusion about an historical event? <i>HI</i></li> <li>• Can they use specific search engines on the internet to help them find out information? <i>HI</i></li> <li>• Can they research two versions of an event and say how they differ? <i>HI</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |        |        |

# Class 4

| Class 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn | Spring | Summer |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|
| <ul style="list-style-type: none"> <li>Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? <b>HE</b></li> <li>Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? <b>HE</b></li> <li>Can they describe how historical events affect/influence life today? <b>KU</b></li> <li>Can they order significant events, movements and dates on a timeline? <b>CU</b></li> <li>Can they evaluate evidence to choose the most reliable form? <b>HI</b></li> <li>Can they suggest why there may be different interpretations of events? <b>HI</b></li> <li>Can they identify and explain their understanding of propaganda? <b>HI</b></li> <li>Can they suggest why certain events, people and changes might be seen as more significant than others? <b>KU</b></li> <li>Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? <b>HE</b></li> <li>Can they identify and compare changes within and across different periods? <b>CU</b></li> </ul> |        |        |        |
| Greater Depth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |        |        |
| <ul style="list-style-type: none"> <li>Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? <b>HE</b></li> <li>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? <b>HI</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |        |        |

## Vocabulary Progression - History

| EYFS                                                                                                              | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 5                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>ago</li> <li>familytree</li> <li>new</li> <li>old</li> <li>past</li> </ul> | <ul style="list-style-type: none"> <li>a long timeago</li> <li>after</li> <li>artefact</li> <li>before</li> <li>celebrate</li> <li>chronological</li> <li>difference</li> <li>event(s)</li> <li>explain</li> <li>famous</li> <li>historical</li> <li>event</li> <li>king</li> <li>object</li> <li>past</li> <li>photograph</li> <li>picture</li> <li>present</li> <li>queen</li> <li>recent</li> <li>history</li> <li>rule</li> <li>since I was born</li> <li>succeed</li> <li>succession</li> <li>used for</li> <li>very old</li> </ul> | <ul style="list-style-type: none"> <li>after</li> <li>before</li> <li>before I was born</li> <li>Britain</li> <li>chronological</li> <li>order</li> <li>later</li> <li>local area</li> <li>locality</li> <li>now</li> <li>older person</li> <li>past</li> <li>present</li> <li>research</li> <li>sequence</li> <li>source</li> <li>then</li> <li>when</li> <li>grandparents</li> <li>were young</li> <li>when I was younger</li> </ul> | <ul style="list-style-type: none"> <li>AD</li> <li>Ancient</li> <li>archaeologist</li> <li>BC</li> <li>Britons</li> <li>century</li> <li>combat</li> <li>conquer(ed)</li> <li>decade</li> <li>differences</li> <li>evidence</li> <li>excavate</li> <li>finding skills</li> <li>historian</li> <li>historical</li> <li>information</li> <li>invaders</li> <li>invasion</li> <li>period</li> <li>settlement</li> <li>settlers</li> <li>similarities</li> <li>timeline</li> </ul> | <ul style="list-style-type: none"> <li>accurate</li> <li>aspect</li> <li>advanced</li> <li>availability</li> <li>developments</li> <li>dictated</li> <li>historical</li> <li>argument</li> <li>impact</li> <li>inventions</li> <li>items</li> <li>picture of the past</li> <li>point of view</li> <li>poor</li> <li>recent history</li> <li>religious</li> <li>differences</li> <li>shape our lives</li> <li>time</li> <li>difference</li> <li>version</li> <li>way of life</li> <li>wealthy</li> </ul> | <ul style="list-style-type: none"> <li>Christian</li> <li>Values</li> <li>comparison</li> <li>hypothesis</li> <li>influence</li> <li>punishment</li> <li>role of Britain</li> <li>specific</li> <li>features</li> <li>time period</li> <li>transport</li> <li>weaponry</li> </ul> | <ul style="list-style-type: none"> <li>advancements</li> <li>British Empire</li> <li>causes in history</li> <li>changes</li> <li>civilisations</li> <li>continuity</li> <li>interpretations</li> <li>major</li> <li>influence</li> <li>multi-cultural</li> <li>mono-cultural</li> <li>persuade</li> <li>propaganda</li> <li>significant</li> <li>societies</li> <li>summarise</li> <li>viewpoint</li> <li>world history</li> </ul> |