

Bealings Curriculum Progression Map

History



Key Stage One	Key Stage Two
<p>During the key stage pupils should:</p> <ul style="list-style-type: none">• develop an awareness of the past, using common words and phrases relating to the passing of time• know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods• use a wide vocabulary of everyday historical terms• ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events• understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• 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]• 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	<p>During the key stage pupils should:</p> <ul style="list-style-type: none">• continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study• note connections, contrasts and trends over time and develop the appropriate use of historical terms• regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance• construct informed responses that involve thoughtful selection and organisation of relevant historical information• understand how our knowledge of the past is constructed from a range of sources. <p>In Year 3 and 4 pupils should be taught about:</p> <ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China• the Roman Empire and its impact on Britain• Britain's settlement by Anglo-Saxons and Scots• a local history study.

- significant historical events, people and places in their own locality.

In Year 5 and 6 pupils should be taught about:

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Year 1 to 6

Through their studies of the above pupils should:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.