



Hillstone Primary School Progression Map



Subject: History

Intent: History gives us an understanding of who we are, and where we came from. By learning about the past, we can see trends and themes that can inform our choices and guide our steps in the future. Our aims are to inspire and enable pupils of all abilities, ages, and backgrounds to find out more about the past, in order that they understand current events and issues better and feel a sense of where they stand within the world's history. Our children at Hillstone will become critical explorers by being exposed to a high-quality history education of Britain's past and that of the wider world. They will **inspire** a curiosity of the past, build a developing and deepening range of substantive knowledge, so they are increasingly able to build rich and detailed mental maps of the past and access rigorous disciplinary thinking.

Drivers: History at Hillstone is underpinned by our three curriculum drivers:- oracy, problem solving and well-being. Children are encouraged to develop their oracy skills as they talk about their starting points for each unit of work, the historical changes they discover during the unit and then their conclusions when summarising what they have learned. Problem solving runs through each unit of work as the children are asked for their opinions and ideas about problems faced by our ancestors. They are asked to think about the effectiveness of the choices made by people in the past and how they have shaped the lives we live today. An integral part of this process is to consider the 'what if?' style of question and what this means for their own futures. Hillstone's history curriculum aims to give children the confidence and resilience to be independent, to research, debate and to have their own opinions about events of the past and in so doing, create individuals who have the mental well-being to face challenges and problem solve in their own lives.

	EYFS		KS1		KS2			
	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	S1: Once Upon a Time	S1: Dangerous Dinosaurs S2: Will you read me a story?	Sp1: Great Fire of London Sp2: We Love Shard End	A2: Travel and Transport Sp2: Queens of England	Sp1 and Sp2: They Came to These Shores	A1: Ancient Egypt Sp1: Proud to be a Brummie	Sp2: Across the Americas Su1: World War II	A2: The Tudors Sp2: The Greeks Su2: The World's a Stage
Chronological narrative	Use everyday language related to time Order and sequence familiar events Describe main story settings, events, and principal characters Talk about past and present events in their own lives and in lives of family members		Sp1: Put the events of the Great Fire of London in order on a timeline Sp2: Report on the changes in the local area – Shard End - since the end of WWII.	A2: Create a timeline showing how various methods of transport were developed – railway and canal. Sp2: Be able to use the terms year, decade, and century accurately when discussing the distant past. Sp2: Place their reigns and significant events on a timeline.	Arrange the different invasions of Britain in chronological order. Look at changes in Britain brought about by these invasions.	A1: Establish ancient Egypt on a timeline of world history and add the Old Kingdom, Middle Kingdom, and New Kingdom period Sp1: Place the Industrial Revolution on a national history timeline and add key developments that changed transport and travel.	Sp2: Place the Maya civilisation on a timeline of world history and consider how this relates chronologically to other ancient civilisations they have learnt about. Su1: Create a timeline of WWII which includes key dates and when they occurred on a timeline of British history.	A2: Place the Tudor period on a timeline of British history and include religious conflicts that shaped British history. Sp2: Establish ancient Greece on a timeline of world history and add the first ancient and modern Olympic Games. Su2: Identify when Greek theatre was founded and its place on the timeline of ancient Greece.
The wider world	Be introduced to the terms royalty and monarchy, settlement and invasion		Sp2: To develop an understanding that times of war lead to	A2: Impact of the development of steam travel and the need for	Understand the concept of invasion settlement and trade	A1: Construct a narrative of Ancient Egypt, focusing on	Sp2: Understand how the Maya trade and how this connects	A2: Summarise Britain's links to other countries during the Tudor period.

	through the use of stories that may come from different traditions and different countries.	times of change and reconstruction.	raw materials around the world. The impact of easier global connections. Sp2: impact of British/English empire building around the world	as something that has been around for many centuries and is part of many countries' histories. Understand the growth of the Roman Empire and the reasons why invaders choose to invade other countries.	key features and achievements Sp1: Discuss the impact and influence Birmingham had on the Industrial Revolution both locally and nationally	them to the wider world. Su1: Make connections between WWII and other key periods of world history	Sp2: Describe the influence the ancient Greeks have had on the Olympic Games around the world. Su2: Consider the impact of Greek theatre on 20 th century entertainment and architecture.
Questioning and enquiry	Be curious about people and show interest in stories Answer 'how' and 'why' questions in response to stories or events Explain own knowledge and understanding, and ask appropriate questions Know that information can be retrieved from books and computers Record, using marks they can interpret and explain	Sp1: Ask questions about the Great Fire of London and why it was such a significant event. Sp1: Understand how the Great Fire of London started Sp2: Understand why Shard end grew the way it did and how it has changed over time.	A2: Examine a vehicle from the past and consider what it is, when it was developed and why it was made Sp1: Find out about our current Queen and then study Elizabeth I and Victoria from the past.	Understand why and how Julius Caesar tried to invade Britain Describe the Romanisation of Britain including the impact on technology, culture, and beliefs	A1: Formulate and discuss questions relating to the evidence we have of ancient Egypt. Sp1: Find out about Birmingham's transformation in the wider context beginning as a Saxon village	Sp2: Investigate the difficulties of sustaining the Maya civilization in a rainforest environment Su1: Use a range of historical sources or artefacts to build a picture of key events and leaders during WWII	A2: Conduct an enquiry into the Tudor Monarchs and determine who had the most impact on British history. Sp2: Investigate the role of religion in the creation of the ancient Olympic Games Su2: Using images or examples of Greek pottery and sculptures, create a line of questioning and what they depict and why they were created.
Sources and reliability	Question why things happen and give explanations Recognise photographs of, and objects from, the past and say why they think they are from the past. Make simple observations about people and events from the past.	Sp1: Identify some of the figures in the Great Fire of London events and understand the role that they played Sp2: Use pictures to describe what Shard End was like in the past Sp2: Ask questions about why the changes needed to take place.	A2: How do we know about changes in travel? Examine the evidence around us. Sp1: Explain what life was like during the reign of Elizabeth I and Queen Victoria using historical sources. Sp1: Consider what you learn from portraits and changes in fashion between	Look at historical evidence from the different invasion time periods and match these to the archaeological evidence we have. Understand that modern reconstructions are based on evidence.	A1: Consider the relevant historical sources or artefacts needed to identify what a settlement is, how Egypt has changed over time and how we know. Sp1: Find the most reliable source to be able to discuss significant past events in Birmingham	Sp2: Consider a variety of sources to consider why 90% of Mayans disappeared from their major cities in 900AD Su1: Use books, technology, and other sources to check the accuracy and validity of a range of historical reports relating to WWII	A2: Justify the accuracy and validity of sources used to summarise what life was like in Tudor England. A2: Understand why Queen Elizabeth is so well remembered and how this was documented. Sp2: Using a range of sources, explain how we know about the ancient Olympic Games and how these sources have been preserved over time.

			Tudor and Victorian periods.			Su1: Find evidence from different sources on propaganda used for WWII, identify any bias, and form a balanced argument	Su2: Choose the most reliable sources and use examples to describe the creation, discovery, and restoration of Greek art pieces.
Compare, contrast, analyse	<p>Know about similarities and differences between themselves and others, and among families, communities, and traditions</p> <p>Look closely at similarities, differences patterns and change</p> <p>Develop understanding of growth, and changes over time</p>	<p>Sp1: Recognise the differences between modern-day and 17th century London</p> <p>Sp2: Describe at least one difference for a child at Hillstone now to a child in the recent past living in our local area.</p>	<p>A2: Identify differences between old and modern canals, cars, and railways.</p> <p>Sp1: Compare and contrast the lives and reigns of Elizabeth I and Queen Victoria as monarchs</p>	<p>Describe the hierarchy and roles within the different invading societies.</p> <p>Learn about the development of homes and settlements.</p> <p>Investigate life as a villager in those times.</p>	<p>A1: Compare the roles in Ancient Egypt to the hierarchy we have today</p> <p>Sp1: Consider why and how the housing structure has changed in Birmingham</p>	<p>Sp2: Identify similarities and differences between the Maya and UK mathematical and writing system.</p> <p>Su1: Compare and contrast an aspect of WWII and the aftermath with our lives today.</p>	<p>A2: Evaluate how hierarchy, democracy, and the reality of social status in the Tudor period compares to the modern day.</p> <p>A2: Analyse the changing power of monarchs during the Tudor period.</p> <p>Sp2: Investigate the cultural progression from the ancient Olympic Games to the modern day.</p> <p>Su2: Analyse the influence of the ancient Greeks on 20th century art and entertainment and the progress that has taken place.</p>
Historical perspective and connections	<p>Recognise and describe special times or events for family or friends</p> <p>Recognise the past is something that happened although we may not have lived through it ourselves.</p>	<p>Sp1: Understand why the Great Fire of London burned for so long and why that wouldn't happen today</p> <p>Sp1: Describe some differences between fire safety now and in the past</p> <p>Sp2: Understand how Shard End has changed over the years. begin to understand the basic needs of a settlement.</p>	<p>A2: Consider the differences in transport methods and how this impacts the lives of people now and in the past.</p> <p>Sp1: Identify the key roles of a monarch and develop an understanding of how modern values match up to British values of the past.</p>	<p>Explain the cause, consequence and impact of successive invasions and settlements in Britain.</p>	<p>A1: Describe the end of the Ancient Egyptian civilisation</p> <p>Sp1: Describe how technological developments in Birmingham changed the way people travel</p>	<p>Sp2: Find out about the Mayan Civilisation and make connections with the UK and the modern day.</p> <p>Su1: Explain how the political, scientific, and personal beliefs of key figures had an impact on his role in WWII.</p>	<p>A2: Consider how crime and punishment changed during the Tudor period and how it has evolved into what we know today.</p> <p>Sp2: Explain the impact the ancient Olympic Games has had on modern day sport.</p> <p>Su2: Starting with ancient Greece, consider the role of entertainment in society and explore any changes across the periods of history we have studied, finishing with the 20th century and beyond.</p>

Building vocabulary with historical context <i>(continue to embed each year)</i>	change, long ago, past, present, yesterday, king, queen, monarch, invasion.	chronology, rebuilt, development	achievements, monarchy, compare, contrast, evidence	chronological order, AD, archaeology, BC, bronze age, empire, invasion, settlement	impact, influence artefacts, sources, evidence	sources, research, economic, cultural, religious	fieldwork, research, primary source, secondary source
	Extend vocabulary, specifically by grouping and naming, exploring meaning and sounds of new words	Sp1: king, plague, 17 th century, diary, thatched Sp2: church, local, living memory, lifetime, World War II, settlement, reconstruction, report	A2: contributions, invention, museum, railways, vehicles, conductor, carriages Sp1: Queen, Elizabethans, Victorians, reign, monarch, royal, achievements, peasant, democracy, succession, throne, power, crown,	iron age, metalworking, significance, rise, fall, colosseum, barbarian, emperor, chariot, gladiator, reconstructions	A1: ancient civilisations, causation, prehistory, empire, pharaoh, pyramid, tomb, sarcophagus, mythology, mummy, hieroglyphics, monument, papyrus, archaeologist, excavation, experts Sp1: industrial revolution, transport, technology, housing, society, invention	Sp2: civilisations calendar, monument, aristocracy, exploration, discovery Su1: allies, Nazi, evacuation, evacuee, propaganda, power, blitz, holocaust, refugees, persecution, commonwealth, rationing	A2: Monarch, reign, tyrant, heresy, execution, treason, crime, punishment Sp2: Olympic games, ancient, modern, influence, culture, preservation, religion, Sparta, Athens Su2: entertainment, art, influence, analyse, discovery, restoration, founded, theatre, sculpture, column, temple

Impact (End Points)							
EYFS		KS1		KS2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A Nursery and Reception Historian can talk about the similarities and differences in past and present. Make observations about how they have changed and show awareness of what they could do when younger compared to what they can do now.		A Year 1 Historian should be able to understand that the world has changed through time and compare their life now to lives of people in the past. They should recognise why things have changed.	A Year 2 Historian can understand that past events can be placed in order on a timeline. They understand that life was very different in the past to how it is now They use sources of information about to help them understand how it was different.	A Year 3 Historian can understand the concept of before and after Christ and can place events that happened BC on a timeline. They can use artefacts and other historical sources to help them discover facts about the past and compare their lives with different eras.	A Year 4 Historian has a solid understanding of chronology in different times. They understand how this nation has been influenced by others from the past. They can explain how people lived during certain times in the past and why things changed.	A Year 5 Historian has a solid understanding of chronology in different times. They understand how people lived during different periods of history and can compare it to their own. They can describe the impact that events in history have had on life today.	A Year 6 Historian can confidently place events in chronological order and can analyse the impact that events in history have had on life today for themselves and across the wider world. They can confidently select the most reliable sources and evaluate the information they are given to draw conclusions.

