



History
Long Term Progression Map

INTENT	IMPLEMENTATION	HISTORICAL THREADS
<p>Our children will understand the narrative of the world by:</p> <ul style="list-style-type: none"> - being inspired and motivated to learn about the historical events that have shaped our lives - developing enquiring minds by critically analysing evidence - developing a sense of chronology 	<p>We map the National Curriculum content onto three half terms a year and deliver History lessons through our own pathway.</p>	<p>Lasting Legacies Pioneers Life For Everyday People Invasion</p>

	Chronology	Changes Within Living Memory	Events Beyond Living Memory	Significant Individuals	Local History	Compare and Contrast	Sources
EYFS	<p>To talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>To talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>To talk about the lives of people around them and their roles in society.</p>		<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>
Year 1	<p>To know where the people and events they study fit within a chronological framework</p> <p>To know and identify similarities and differences between ways of life in different periods.</p>	<p>To know and identify similarities and differences between ways of life in different periods.</p>	<p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p>To know and identify similarities and differences between ways of life in different periods.</p>	<p>To know and identify similarities and differences between ways of life in different periods.</p>		<p>To know and understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>
Year 2	<p>To know where the people and events they study fit within a chronological framework</p>	<p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and</p>		<p>To know and identify similarities and differences between ways of life in different periods.</p>		<p>To know and identify similarities and differences between ways of life in different periods.</p>	<p>To know and understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>

	<p>To know and identify similarities and differences between ways of life in different periods.</p> <p>To know and identify similarities and differences between ways of life in different periods.</p>	<p>understand key features of events</p> <p>To know and identify similarities and differences between ways of life in different periods.</p>					<p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>
Year 3	<p>To know and develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>		<p>To know and understand how our knowledge of the past is constructed from a range of sources.</p>			<p>To know connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>To know and understand how our knowledge of the past is constructed from a range of sources.</p>
Year 4	<p>To know and develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	<p>To know connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>			<p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>To know connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>To know and understand how our knowledge of the past is constructed from a range of sources.</p> <p>To know and construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>