



Marcliffe Primary History Progression Map



EYFS	Key Skills	EYFS ELG
	<p>In FS2</p> <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking and events <i>talk about the trip to the park and to the Green shop</i> Compare & contrast characters from stories, including figures from the past e.g. <i>Elves and the Shoemaker, Dick Whittington</i> Comment on images of familiar situations in the past <i>Christmas story – compare clothes, modes of travel and Christmas Traditions</i> Ask questions to find out more & to check understanding of what has been said Share ‘<i>All about me books</i>’ Understands questions such as who, why, when, where & how <i>Retell events/stories Traditional tales,</i> Engage in non-fiction books – <i>Books about transport past and present, celebrations</i> Articulate ideas & thoughts in well-formed sentences <i>Looking at how they have changed form being a baby to now</i> Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night e.g. <i>using daily calendars/visual timetables</i> Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? <i>Retell events/stories Traditional tales,</i> Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain <i>different traditions and celebrations (past and present) e.g. birthdays, Christmas</i> 	<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Educational Programmes from Statutory Framework</p> <p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. <i>Children create an ‘All About Me’ book which forms part of their transition into school.</i> The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks and local shop to meeting important members of society such as teachers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>

	KS1	Middle Phase (Y3/4)	Upper Phase (Y5/6)
Cycle A Themes	Autumn 2 – <i>Real Life Superheroes</i> Spring 1 – <i>Mary Anning and Fossils</i> Summer 1 – <i>Schools in the Past</i>	Autumn 1&2 – <i>Back Before Bronze Age</i> Spring 1&2 – <i>Exotic Explorers</i> Summer 2 – <i>Romans</i>	Autumn 2 – <i>Fallen Fields</i> Spring 1 – <i>Ancient Egypt</i> Summer 2 – <i>Titanic</i>
Cycle B Themes	Autumn 1 – <i>Beside the Seaside</i> Autumn 2 – <i>Pirates & The Sea</i> Summer 1 – <i>Made in Sheffield (Industrial Revolution)</i>	Autumn 1 – <i>Invaders & Raiders (Anglo Saxons & Vikings)</i> Summer 2 – <i>Sheffield Flood</i>	Autumn 2 – <i>Groovy Greeks</i> Summer 1 – <i>Ancient Maya</i> Summer 2 – <i>Crime & Punishment</i>
Historical Concepts	Continuity & Change, Cause & Consequence, Similarities & Difference, Significance, Evidence, Historical Interpretations, Making Connections, Questioning, Analysis, Selection & Organisation		
Chronological Understanding	<ul style="list-style-type: none"> Recognise the distinction between past and present (within the context of their own life) (<i>Real Life Superheroes – dependent on main ‘superhero’ studied; Schools in the Past – changes in school life; Beside the Seaside – changes in holidays; Made in Sheffield – changes in expectations of childhood</i>) Order and sequence some familiar events and objects – closer in time. (<i>Schools in the Past – writing objects timeline; Pirates and the Sea - Grace Darling timeline; Made in Sheffield – steel transport timeline</i>) Use some everyday terms about the passing of time such as ‘a long time ago’ and ‘before’. (<i>ongoing throughout Real Life Superheroes; Mary Anning and Fossils; Schools in the Past; Beside the Seaside; Pirates and the Sea; Made in Sheffield</i>) Recognise that their own lives are similar and/or different from the lives of people in the past (<i>Mary Anning and Fossils – expectations of women; Schools in the Past – changes in school life; Beside the Seaside – changes in holidays; Made in Sheffield – changes in expectations of childhood</i>) Use common words and phrases concerned with the passing of time. (<i>ongoing throughout Real Life Superheroes; Mary Anning and Fossils; Schools in the Past; Beside the Seaside; Pirates and the Sea; Made in Sheffield</i>) 	<ul style="list-style-type: none"> Use some dates and historical terms when sequencing events and objects on a timeline. e.g. <i>Invaders and raiders – timeline of British history, timeline of key events in Viking period. Romans – place period of timeline</i> Demonstrate awareness that the past can be divided into different periods of time e.g. <i>Stone Age – Palaeolithic period, Romans, Invaders & Raiders</i> Identify where people and events fit into a chronological framework. E.g. <i>Romans, Invaders & Raiders</i> Explore trends, changes, links and contrasts within and across different periods of time. E.g. <i>Romans, Invaders and Raiders</i> Understand and use more complex historical terms – e.g. <i>BC/AD, primary and secondary sources o information. Back before Bronze Age, Romans, Invaders and Raiders</i> 	<ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. (<i>Ancient Egypt, Groovy Greeks, Ancient Maya</i>) Identify where people, places and periods of time fit into a chronological framework. (<i>Ancient Egypt, Groovy Greeks, Ancient Maya</i>) Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales e.g. <i>monarchy/democracy. (Fallen Fields, Ancient Egypt, Titanic)</i>
Events, People and Changes	<ul style="list-style-type: none"> Retell some events from beyond their living memory which are significant nationally or globally (<i>Real Life Superheroes – dependent on main ‘superhero’ studied; Pirates and the Sea – Grace Darling and the introduction of lifeboats; Mary Anning and Fossils – discovery of dinosaur skeletons</i>) Describe some changes within their living memory (including aspects of national life where appropriate). (<i>Real Life Superheroes – use of vaccines in Covid pandemic</i>) Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements (<i>Real Life Superheroes – dependent on main ‘superhero’ studied; Pirates and the Sea – Grace Darling and the introduction of lifeboats; Mary Anning and Fossils - discovery of dinosaur skeletons</i>) Develop awareness of significant historical events, people and places in their own locality (<i>Made in Sheffield – Sheffield as the centre for the steel industry</i>) Understand why events happened and what happened as a result (<i>Real Life Superheroes – dependent on main ‘superhero’ studied; Pirates and the Sea – Grace Darling and the introduction of lifeboats; Mary Anning and Fossils - discovery of dinosaur skeletons</i>) 	<ul style="list-style-type: none"> Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared e.g. <i>Sutton Hoo/Stonehenge</i> Demonstrate more in-depth knowledge of one specific civilisation e.g. <i>Stone Age, Romans, Vikings</i> Describe Viking/Anglo Saxon struggle for the Kingdom of England (<i>Invaders and Raiders</i>) Demonstrate knowledge of an aspect or theme in history that extends their chronological knowledge beyond 1066. (<i>Sheffield flood – comparing floods in 1864 and 2007</i>) Offer a reasonable explanation for some events. (<i>Sheffield Flood, Fall of Roman Empire, End of Viking era</i>) Describe and give reasons for some historical changes e.g. <i>Boudica/Roman Democracy</i> Find out and compare everyday lives and how that contrasts to our lives today (<i>Vikings and Anglo Saxons, life in Roman Empire</i>) Demonstrate knowledge of aspects of history significant in their locality e.g. <i>Sheffield Flood (1864 and 2007)</i> 	<ul style="list-style-type: none"> Study different aspects of different people. The differences between men, women and children, in a historical context e.g. <i>treatment of children (crime and punishment)/ participation in Greek Olympics/Titanic class system.</i> Examine causes and results of great events and the impact of these e.g. <i>Titanic class system.</i> Describe key aspects of a non-European society such as the early Islamic civilisation. Compare life in the early and late stages of ‘times’ studied Demonstrate knowledge of aspects of history significant in their locality e.g. <i>story about Sheffield soldier (Charlie Barker), who lived in our local community</i> Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions e.g. <i>religious beliefs of Ancient Greeks/Ancient Egyptians</i> Know key dates, people and times studied Compare beliefs and behaviour with another time studied. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 e.g. <i>crime and punishment topic</i>

<p>Interpretation, Enquiry and Using Sources</p>	<p>Make simple observations about different people, events, beliefs and communities. (ongoing throughout <i>Real Life Superheroes</i>; <i>Mary Anning and Fossils</i>; <i>Schools in the Past</i>; <i>Beside the Seaside</i>; <i>Pirates and the Sea</i>; <i>Made in Sheffield</i>)</p> <ul style="list-style-type: none"> Use sources and interpretations to answer and ask simple questions about the past. (using primary and secondary descriptions, objects, pictures, videos and photos throughout <i>Real Life Superheroes</i>; <i>Mary Anning and Fossils</i>; <i>Schools in the Past</i>; <i>Beside the Seaside</i>; <i>Pirates and the Sea</i>; <i>Made in Sheffield</i>) Identify some of the basic ways in which the past can be represented. (using primary and secondary descriptions, objects, pictures, videos and photos throughout <i>Real Life Superheroes</i>; <i>Mary Anning and Fossils</i>; <i>Schools in the Past</i>; <i>Beside the Seaside</i>; <i>Pirates and the Sea</i>; <i>Made in Sheffield</i>) <p>Ask and answer questions about the past through observing and handling a range of sources and interpretations – asking why/what/who/how/where questions to find answers (using real-life accounts of older friends and relatives in <i>Beside the Seaside – holidays in the past</i> and <i>Schools in the Past</i>; using primary and secondary descriptions, objects, pictures, videos and photos throughout <i>Real Life Superheroes</i>; <i>Mary Anning and Fossils</i>; <i>Schools in the Past</i>; <i>Beside the Seaside</i>; <i>Pirates and the Sea</i>; <i>Made in Sheffield</i>)</p> <ul style="list-style-type: none"> Consider why things may change over time. (ongoing throughout <i>Real Life Superheroes</i>; <i>Mary Anning and Fossils</i>; <i>Schools in the Past</i>; <i>Beside the Seaside</i>; <i>Pirates and the Sea</i>; <i>Made in Sheffield</i>) Recognise some basic reasons why people in the past acted as they did. (<i>Real Life Superheroes – dependent on main ‘superhero’ studied</i>; <i>Pirates and the Sea – Grace Darling</i>; <i>Mary Anning and Fossils</i>) Choose parts of stories and other interpretations to show what they know/understand about significant people and key events. (<i>Real Life Superheroes – dependent on main ‘superhero’ studied</i>; <i>Pirates and the Sea – Grace Darling</i>; <i>Mary Anning and Fossils</i>) 	<ul style="list-style-type: none"> Recognise that our knowledge of the past is constructed from different sources of evidence. (<i>Invaders and Raiders – Anglo-Saxon Chronicles</i>) Use sources and interpretations to address historically valid questions and hypotheses. (<i>Invaders and Raiders – Anglo-Saxon Chronicles, Romans</i>) Recognise that different versions of past events may exist e.g. <i>Anglo-Saxon Chronicles</i> Recognise how sources of evidence and interpretations are used to make historical claims e.g. <i>explorers - Christopher Columbus</i> Describe and explore some of the ways the past can be represented – pictures, letters, artefacts e.g. <i>produce a leaflet about Skara Brae</i>. Recognise why some events happened and what happened as a result e.g. <i>fall of Rome, end of Viking era</i>, Identify historically significant people and events in different situations e.g. <i>Boudica, Christopher Columbus and Shackleton, Anglo-Saxon saints</i> 	<p>(<i>Fallen Fields, Titanic</i>)</p> <ul style="list-style-type: none"> Recognise how our knowledge of the past is constructed from a range of sources and interpretations. Evaluate sources and interpretations and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry. Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Recognise that some events, people and changes are judged as more significant than others. Bring knowledge gathered from several sources together into a coherent account.
	KS1	Middle Phase (Y3/4)	Upper Phase (Y5/6)
<p>Communication</p>	<ul style="list-style-type: none"> Use common words and phrases to describe special or significant events. (<i>Real Life Superheroes – dependent on main ‘superhero’ studied</i>; <i>Pirates and the Sea – Grace Darling and the introduction of lifeboats</i>; <i>Mary Anning and Fossils - discovery of dinosaur skeletons</i>; <i>Made in Sheffield – Sheffield as the centre for the steel industry</i>) Retell simple stories or events from the past using simple historical vocabulary e.g. <i>yesterday, tomorrow, a long time ago</i>. (ongoing throughout <i>Real Life Superheroes</i>; <i>Mary Anning and Fossils</i>; <i>Schools in the Past</i>; <i>Beside the Seaside</i>; <i>Pirates and the Sea</i>; <i>Made in Sheffield</i>) Use simple historical terms. (ongoing throughout <i>Real Life Superheroes</i>; <i>Mary Anning and Fossils</i>; <i>Schools in the Past</i>; <i>Beside the Seaside</i>; <i>Pirates and the Sea</i>; <i>Made in Sheffield</i>) Talk about what/who was significant in simple historical accounts. (<i>Real Life Superheroes – dependent on main ‘superhero’ studied</i>; <i>Pirates and the Sea – Grace Darling and the introduction of lifeboats</i>; <i>Mary Anning and Fossils - discovery of dinosaur skeletons</i>; <i>Made in Sheffield – Sheffield as the centre for the steel industry</i>) Demonstrate simple historical concepts and events through role-play, drawing and writing. (ongoing throughout <i>Real Life Superheroes</i>; <i>Mary Anning and Fossils</i>; <i>Schools in the Past</i>; <i>Beside the Seaside</i>; <i>Pirates and the Sea</i>; <i>Made in Sheffield</i>) Use a variety of simple historical terms and concepts which relate to the passing of time e.g. <i>recently, when my parents/carers/ grandparents, years – centuries/decades</i> (ongoing throughout <i>Real Life Superheroes</i>; <i>Mary Anning and Fossils</i>; <i>Schools in the Past</i>; <i>Beside the Seaside</i>; <i>Pirates and the Sea</i>; <i>Made in Sheffield</i>) 	<ul style="list-style-type: none"> Discuss significant aspects of, and connections between, different historical events e.g. <i>Roman impact on society, Anglo Saxon conversion</i> Select and organise historical information to present in a range of ways. (<i>Covered in all units</i>) Use relevant historical terms and vocabulary linked to chronology e.g. <i>specific dates, time period, era</i>. (<i>Covered in all units</i>) Distinguish difference between sources and interpretations – e.g. compare different versions of the same event. (<i>Invaders and Raiders – Raid on Lindisfarne</i>) Begin to evaluate the usefulness of different sources and interpretations. (<i>Invaders and Raiders – Raid on Lindisfarne</i>) Use relevant and appropriate historical terms and vocabulary linked to chronology. (<i>Covered in all units</i>) 	<ul style="list-style-type: none"> Discuss and debate historical issues. (<i>Titanic, Ancient Greece</i>) Use appropriate vocabulary when discussing and describing historical events e.g. <i>continuity, change, legacy, eras (pre-classic/classic etc.)</i> (<i>Titanic, Fallen Fields</i>) Compare accounts of events from different sources and interpretations – fact or fiction. (<i>Titanic, Fallen Fields</i>) Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. (<i>Titanic</i>) Choose the most appropriate way of communicating different historical findings in a clear narrative.