



Crompton Primary

## History Progression Map and End Points



A people without  
the knowledge  
of their past history,  
origin and culture is like  
a tree without roots.  
Marcus Garvey

# Crompton Primary

## History Curriculum Progression and End Points

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past</li> <li>Ask a question to find out about the past</li> <li>To know we can use books/photographs/internet to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past e.g. Guy Fawkes, Peter Heywood</li> <li>Develop an awareness of a significant historical event e.g. The great fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>To begin to understand about time passing</li> <li>Place stages of their own life on a timeline and talk about the changes</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>To have an understanding of the words associated with the passing of time, e.g. past, present, future, long ago, many years before</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> </ul> </li> <li>chronology.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>

## End Points in Learning in the History Curriculum

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• Pupils can develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>• Pupils can explain where the people and events they study fit within a chronological framework</li> <li>• Pupils can identify similarities and differences between ways of life in different periods of history</li> <li>• Pupils can use a wide range of everyday historical terms</li> <li>• Pupils can ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>• Pupils can understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• Pupils can talk about changes within living memory</li> <li>• Pupils can talk about an historic local person</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>• Pupils can explain where the people and events they study fit within a chronological framework</li> <li>• Pupils can identify similarities and differences between ways of life in different periods of history</li> <li>• Pupils can use a wide range of everyday historical terms</li> <li>• Pupils can ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>• Pupils can understand some methods of historical enquiry, including how evidence is used rigorously to make historic claims</li> <li>• Pupils can begin to understand concepts of cause and consequence and make connections</li> <li>• Pupils can place their growing knowledge into different contexts</li> <li>• Pupils can develop an awareness of the past using common words and phrases relating to the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask perceptive questions, begin to think critically, weigh evidence, sift arguments and develop historical judgements</li> <li>• Pupils can understand the complexity of people’s lives, the processes of change and the diversity of societies as well as the challenges of their time</li> <li>• Pupils can identify the key changes in Britain from Stone Age to Iron Age</li> <li>• Pupils can discuss the impact of the Roman Empire on Britain</li> <li>• Pupils can identify concepts such as continuity &amp; change and cause &amp; consequence and make some connections</li> <li>• Pupils can draw contrasts, analyse trends, frame historical questions and create their own accounts including written narratives and analyses</li> <li>• Pupils can gain historical perspective and understand connections between local, regional and international history</li> <li>• Pupils can place the events studied into a chronological framework and gain historical perspective</li> </ul>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Pupils can ask perceptive questions, begin to think critically, weigh evidence, sift arguments and develop historical judgements?</li> <li>• Pupils can understand the complexity of people’s lives, the processes of change and the diversity of societies as well as the challenges of their time?</li> <li>• Pupils can identify the key changes in Britain from the Anglo Saxon invasions to the Viking Raids?</li> <li>• Pupils can discuss the impact of the Anglo Saxons on Britain?</li> <li>• Pupils can identify concepts such as continuity &amp; change and cause &amp; consequence and make connections?</li> <li>• Pupils can draw contrasts, analyse trends, frame historical questions and create their own accounts including written narratives and analyses?</li> <li>• Pupils can gain historical perspective and understand connections between local, regional and international history?</li> <li>• Pupils can place the events studied into a chronological framework and gain historical perspective?</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</li> <li>• Pupils can know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires</li> <li>• Pupils can gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> <li>• Pupils can 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</li> <li>• Pupils can 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</li> <li>• Pupils can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Pupils can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</li> <li>• Pupils can know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires</li> <li>• Pupils can 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</li> <li>• Pupils can 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</li> <li>• Pupils can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Pupils can construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>