

Curriculum Map – Key Skills Overview History

	Year 1 and 2 progress statements		Year 3 and 4 progress statements		Year 5 and 6 progress statements
To build an overview of history	Describe historical events.	To build an overview of history	Describe changes that have happened in the locality of the school throughout history.	To build an overview of history	Identify continuity and change in history of the locality of the school.
	Describe significant people from the past.		Give a broad overview of life in Britain from ancient to medieval times.		Give a broad overview of life in Britain from medieval until the Tudor and Stuart times.
	Recognise that there are reasons people in the past acted the way they did.		Compare some of the times studied with those of other areas of interest around the world.		Compare some of the times studied with those of other areas of interest around the world.
			Describe the social, ethnic, cultural or religious diversity of past society.		Describe the social, ethnic, cultural or religious diversity of past society.
			Describe the characteristic features of the past, including ideas, beliefs attitudes and experiences of men women and children		Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, woman and children.
To understand chronology	Place events and artefacts in order on a timeline.	To understand chronology	Place events, artefact and historical figure on a time line using dates.	To understand chronology	Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural)
	Label time lines with words or phrases such as: past, present, older and newer.		Understand the concept of change over time, representing this on a time line.		Identify periods of rapid change in history and contrast them with the times of relatively little

					change.
	Recount changes that have occurred in their own lives.		Use dates and terms to describe events		Understand the concepts of continuity and change over time, representing them, along with evidence on a time line
	Use dates where appropriate				Use dates and terms accurately in describing events.
To Communicate Historically	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	To Communicate Historically	Use appropriate historical vocabulary to communicate, including: Dates Time period Era Change Chronology	To Communicate Historically	Use appropriate historical vocabulary to communicate, including: Dates Time period Era Chronology Continuity Change Century Decade Legacy
	Show an understanding of a nation and nations history		Use literacy Numeracy and computing skills to do a good standard in order to communicate information about the past		Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past
	Show an understanding of concept's such as civilisation, monarchy, parliament, democracy and war and peas				Use original ways to present information and ideas

To Investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past	To Investigate and interpret the past	Use evidence to ask questions and find answers to questions about the past	To Investigate and interpret the past	Select suitable sources of evidence, giving reasons for choices
	Ask questions such as, What was it like for people? What happened? How long ago?		Suggest suitable sources of evidence for historical enquiries		Use sources of information to form testable hypotheses about the past
	Use artefacts, pictures and stories online sources and databases to find out about the past.		Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history		Seek out and analysis a wide range of evidence in order to justify claims about the past
	Identify different ways the past has been represented.		Describe different accounts of a historical events, explaining some of the reasons some of the accounts may differ		Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied
			Suggest causes and consequences of some of the main events and changes in history		Understand that no single source of evidence gives the full answer to questions about the past
					Refine lines of enquiry as appropriate
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