

Key Concepts Progression Map

EYFS ELG: Past and Present	ELG: Past and Present <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. 						
HISTORY EYFS: Past and Present	Autumn 1 Good to be me	Autumn 2 Let's Celebrate	Spring Take good care of the Bear!	Summer 1 What a wonderful World	Summer 2 Out and About		
	Talk about members of our immediate family. Name and describe people who are familiar to us. -Owl babies	Compare and contrast characters from stories, including figures from the past. Name and describe people who are familiar to them -Share the story of Guy Fawkes and his influence on the present. -Talk about people who work and help us in Crediton	Name and describe people who are familiar to them. -Talk about people who work and help us in Crediton.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. -Learn about Edith Holden an Edwardian naturalist born in 1871 (Victorian era) - Find out about Britain in Victorian era (schools, transport, music and holidays)	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. - Find out about Britain in 1950's (Schools, transport, music and holidays)		
	Historical Sources		How has Britain changed?		Invaders	Significant Moments in History	
KS1			The Great Fire of... - How buildings have changed as a result of the great fire and changes in British life. - Hi1/1.3 significant historical events, people and places in their own locality.				The Great Fire of... - Comparison of Crediton Fire and London. - Hi1/1.3 significant historical events, people and places in their own locality.
	Dare to Dream – Transport Technology advances in transport. Hi1/1.1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.				Brilliant Buildings - Focus on strengths of castles and history of keeping out invasions. Hi1/1.2 - Events beyond living memory that are significant nationally or globally.		Finding Fossils - Mary Anning the discovery of first ichthyosaur. - Hi1/1.2 events beyond living memory that are significant nationally or globally. - Hi1/1.3 The lives of significant individuals (Mary Anning) in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Dare to Dream – Transport (The Wright Brothers) - Hi1/1.3 The lives of significant individuals (The Wright brothers) in the past who have contributed to national and international achievements.

	<ul style="list-style-type: none"> Understand some ways we find out about the past. Identify similarities / differences between how we live now and how people lived in the past. Use books, stories, pictures/photos as sources of information Compare pictures or photographs of people and events from the past. Sequence events/objects in chronological order. 	<ul style="list-style-type: none"> Be aware of the past, using common words & phrases relating to time. Identify similarities / differences between how we live now and how people lived in the past. Sequence events/objects in chronological order. 	<ul style="list-style-type: none"> Use books, stories, pictures/photos as sources of information Find out about people and events in other times. Describe memories of key events in lives and order key events in own life. 	<ul style="list-style-type: none"> Ask simple questions about a historical period such as; What happened? Who did this? When did this happen? Be aware of the past, using common words & phrases relating to time Find out about people and events in other times. Use a simple timeline and move forwards and backwards along this.
Lower KS2		<p>Romans – How did the Romans change Britain. Hi2/1.2 - Roman Britain. Pupils should be taught about the Roman empire and its impact on Britain</p>	<p>Romans – How and why did they invade Britain? Hi2/1.2 - Roman Britain. Pupils should be taught about the Roman empire and its impact on Britain</p> <p>Anglo-Saxons – Why did they invade Britain and how did they do this? Hi2/1.3 - Anglo-Saxons & Scots Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots</p>	<p>Farming - WW1 – How was Crediton impacted by WW1. - Hi2/2.1- Local History. Pupils should be taught about an aspect of local history.</p>
	<p>Stone Age – What tools did they use during the Stone Age period? Hi2/1.1 - Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p>Greeks – How do we know about who the Greeks were and what influence they had? Hi2/2.4 - Ancient Greece. Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p>Stone Age – How did life in Britain change from the Stone Age. Hi2/1.1 - Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p>Industrial Revolution – What advancements were made and how did life in Britain in change? - Hi2/2.2 - Extended chronological study. Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Industrial Revolution.</p>		
	<ul style="list-style-type: none"> Use books, online sources, pictures and artefacts to make simple observations Use and draw a simple timeline, focusing on chronological order. Analyse evidence and draw simple conclusions Use terms related to the period and begin to date events Select and record information relevant to the topic they are focusing on. 	<ul style="list-style-type: none"> Ask and respond to questions and offer own ideas Note connection and contrasts over time Use books, online sources, pictures and artefacts to make simple observations Develop the appropriate use of historical terms such as BCE/AD Analyse evidence and draw simple conclusions 	<ul style="list-style-type: none"> Use books, online sources, pictures and artefacts to make simple observations Note connection and contrasts over time Develop the appropriate use of historical terms such as BCE/AD Analyse evidence and draw simple conclusions. Give reasons for their answers and justifications for why they think something (using historical evidence such as pictures). Use terms related to the period and begin to date events 	<ul style="list-style-type: none"> Place events on a timeline. Use and draw a simple timeline, focusing on chronological order Give reasons for their answers and justifications for why they think something (using historical evidence such as pictures). Use terms related to the period and begin to date events Work independently and in groups

	<ul style="list-style-type: none"> • Work independently and in groups 	<ul style="list-style-type: none"> • Use terms related to the period and begin to date events • Display findings in a variety of ways • Work independently and in groups 	<ul style="list-style-type: none"> • Work independently and in groups 	
Upper KS2	<p>Egypt – Ancient civilisations Hi2/2.3 - Ancient Civilizations Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt.</p>	<p>Farming - WW2 Exeter Blitz How did Exeter change due to the Blitz during WW2? - Hi2/2.1- Local History. Pupils should be taught about an aspect of local history.</p>	<p>Vikings – Why did they invade Britain and how ci Hi2/1.4 - Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>WW2 Exeter Blitz What were the Blitz? - Hi2/2.1- Local History. Pupils should be taught about an aspect of local history.</p>
	<p>Aztecs – Ancient civilisations Hi2/2.5 - Non-European study Pupils should be taught about a non-European society that provides contrasts with British History. b. Mayan civilization c. AD 900; or</p>	<p>Dare to Dream – Civil Rights How did life in Britain change for minority groups? - Hi2/2.2 - Extended chronological study. Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>		<p>Dare to Dream – Civil Rights What was the civil rights movement and how did this change the world? - Hi2/2.2 - Extended chronological study. Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Exploring Space - Hi2/2.2 - Extended chronological study. Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>
	<ul style="list-style-type: none"> • Identify the accuracy of a piece of information – is it fact, fiction or opinion? • Use a range of sources to find out about an aspect of time past • Suggest questions for investigating. • Collect evidence unaided (either from reading or using the internet). • Identify a primary and secondary source of evidence in their investigations • Use a timeline to estimate where different events would be placed, based on prior knowledge and known facts. • Use relevant dates and terms when discussing a certain period of history. 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this (e.g. by showing an awareness that different evidence may lead to different conclusions) • Use relevant dates and terms when discussing a certain period of history. • Plan and carry out individual and group investigations • Communicate knowledge in a variety of ways 	<ul style="list-style-type: none"> • Use a timeline to estimate where different events would be placed, based on prior knowledge and known facts. • Consider and think about how issues and historical themes studied in a unit relate to their experiences and the wider world today. • Use a range of sources to find out about an aspect of time past. • Note connections and contrasts and trends over time. • Use relevant dates and terms when discussing a certain period of history. 	<ul style="list-style-type: none"> • Ask questions that require a judgement such as: Could this happened differently? Do you agree...? • Consider and think about how issues and historical themes studied in a unit relate to their own experiences and the wider world as we know it today. • Use relevant dates and terms when discussing a certain period of history. • Use a range of sources to find out about an aspect of time past. • Communicate knowledge in a variety of ways