

## Key Concepts Progression Map

<b>EYFS</b> <b>ELG: Past and Present</b>	<b>ELG: Past and Present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>						
<b>HISTORY EYFS:</b> <b>Past and Present</b>	<b>Autumn 1</b> <b>Good to be me</b>	<b>Autumn 2</b> <b>Let's Celebrate</b>	<b>Spring</b> <b>Take good care of the Bear!</b>	<b>Summer 1</b> <b>What a wonderful World</b>	<b>Summer 2</b> <b>Out and About</b>		
	<b>Talk about</b> members of our immediate family.  <b>Name and describe</b> people who are familiar to us.  <b>-Owl babies</b>	<b>Compare and contrast</b> characters from stories, including figures from the past. <b>Name and describe</b> people who are familiar to them  <b>-Share the story of Guy Fawkes and his influence on the present.</b> <b>-Talk about people who work and help us in Crediton</b>	Name and describe people who are familiar to them.  <b>-Talk about people who work and help us in Crediton.</b>	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  <b>-Learn about Edith Holden an Edwardian naturalist born in 1871 (Victorian era)</b> <b>- Find out about Britain in Victorian era (schools, transport, music and holidays)</b>	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  <b>- Find out about Britain in 1950's (Schools, transport, music and holidays)</b>		
	<b>Historical Sources</b>		<b>How has Britain changed?</b>		<b>Invaders</b>	<b>Significant Moments in History</b>	
<b>KS1</b>			<b>The Great Fire of...</b> - How buildings have changed as a result of the great fire and changes in British life. <b>- Hi1/1.3</b> significant historical events, people and places in their own locality.				<b>The Great Fire of...</b> - Comparison of Crediton Fire and London. <b>- Hi1/1.3</b> significant historical events, people and places in their own locality.
	<b>Dare to Dream – Transport</b> Technology advances in transport. <b>Hi1/1.1</b> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.				<b>Brilliant Buildings</b> - Focus on strengths of castles and history of keeping out invasions. <b>Hi1/1.2</b> - Events beyond living memory that are significant nationally or globally.		<b>Finding Fossils</b> - Mary Anning the discovery of first ichthyosaur. <b>- Hi1/1.2</b> events beyond living memory that are significant nationally or globally. <b>- Hi1/1.3</b> 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.  <b>Dare to Dream – Transport</b> (The Wright Brothers) <b>- Hi1/1.3</b> 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"> <li>Understand some ways we find out about the past.</li> <li>Identify similarities / differences between how we live now and how people lived in the past.</li> <li>Use books, stories, pictures/photos as sources of information</li> <li>Compare pictures or photographs of people and events from the past.</li> <li>Sequence events/objects in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of the past, using common words &amp; phrases relating to time.</li> <li>Identify similarities / differences between how we live now and how people lived in the past.</li> <li>Sequence events/objects in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Use books, stories, pictures/photos as sources of information</li> <li>Find out about people and events in other times.</li> <li>Describe memories of key events in lives and order key events in own life.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions about a historical period such as; What happened? Who did this? When did this happen?</li> <li>Be aware of the past, using common words &amp; phrases relating to time</li> <li>Find out about people and events in other times.</li> <li>Use a simple timeline and move forwards and backwards along this.</li> </ul>
<b>Lower KS2</b>		<p><b>Romans</b> – How did the Romans change Britain.  <b>Hi2/1.2</b> - 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?  <b>Hi2/1.2</b> - Roman Britain.  Pupils should be taught about the Roman empire and its impact on Britain</p> <p><b>Anglo-Saxons</b> – Why did they invade Britain and how did they do this?  <b>Hi2/1.3</b> - Anglo-Saxons &amp; Scots  Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots</p>	<p><b>Farming - WW1</b> – How was Crediton impacted by WW1.  - <b>Hi2/2.1</b>- 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?  <b>Hi2/1.1</b> - Pre-Roman Britain  Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Greeks</b> – How do we know about who the Greeks were and what influence they had?  <b>Hi2/2.4</b> - Ancient Greece.  Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p><b>Stone Age</b> – How did life in Britain change from the Stone Age.  <b>Hi2/1.1</b> - Pre-Roman Britain  Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> <p><b>Industrial Revolution</b> – What advancements were made and how did life in Britain in change?  - <b>Hi2/2.2</b> - 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"> <li>Use books, online sources, pictures and artefacts to make simple observations</li> <li>Use and draw a simple timeline, focusing on chronological order.</li> <li>Analyse evidence and draw simple conclusions</li> <li>Use terms related to the period and begin to date events</li> <li>Select and record information relevant to the topic they are focusing on.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer own ideas</li> <li>Note connection and contrasts over time</li> <li>Use books, online sources, pictures and artefacts to make simple observations</li> <li>Develop the appropriate use of historical terms such as BCE/AD</li> <li>Analyse evidence and draw simple conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Use books, online sources, pictures and artefacts to make simple observations</li> <li>Note connection and contrasts over time</li> <li>Develop the appropriate use of historical terms such as BCE/AD</li> <li>Analyse evidence and draw simple conclusions.</li> <li>Give reasons for their answers and justifications for why they think something (using historical evidence such as pictures).</li> <li>Use terms related to the period and begin to date events</li> </ul>	<ul style="list-style-type: none"> <li>Place events on a timeline.</li> <li>Use and draw a simple timeline, focusing on chronological order</li> <li>Give reasons for their answers and justifications for why they think something (using historical evidence such as pictures).</li> <li>Use terms related to the period and begin to date events</li> <li>Work independently and in groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Work independently and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Use terms related to the period and begin to date events</li> <li>• Display findings in a variety of ways</li> <li>• Work independently and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Work independently and in groups</li> </ul>	
<b>Upper KS2</b>	<p><b>Egypt</b> – Ancient civilisations <b>Hi2/2.3</b> - 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? - <b>Hi2/2.1</b>- Local History. Pupils should be taught about an aspect of local history.</p>	<p><b>Vikings</b> – Why did they invade Britain and how ci <b>Hi2/1.4</b> - Anglo-Saxons &amp; 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><b>WW2 Exeter Blitz</b> What were the Blitz? - <b>Hi2/2.1</b>- Local History. Pupils should be taught about an aspect of local history.</p>
	<p><b>Aztecs</b> – Ancient civilisations <b>Hi2/2.5</b> - 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><b>Dare to Dream</b> – Civil Rights How did life in Britain change for minority groups? - <b>Hi2/2.2</b> - 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><b>Dare to Dream – Civil Rights</b> What was the civil rights movement and how did this change the world? - <b>Hi2/2.2</b> - 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><b>Exploring Space - Hi2/2.2</b> - 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"> <li>• Identify the accuracy of a piece of information – is it fact, fiction or opinion?</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Suggest questions for investigating.</li> <li>• Collect evidence unaided (either from reading or using the internet).</li> <li>• Identify a primary and secondary source of evidence in their investigations</li> <li>• Use a timeline to estimate where different events would be placed, based on prior knowledge and known facts.</li> <li>• Use relevant dates and terms when discussing a certain period of history.</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Use relevant dates and terms when discussing a certain period of history.</li> <li>• Plan and carry out individual and group investigations</li> <li>• Communicate knowledge in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Use a timeline to estimate where different events would be placed, based on prior knowledge and known facts.</li> <li>• Consider and think about how issues and historical themes studied in a unit relate to their experiences and the wider world today.</li> <li>• Use a range of sources to find out about an aspect of time past.</li> <li>• Note connections and contrasts and trends over time.</li> <li>• Use relevant dates and terms when discussing a certain period of history.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions that require a judgement such as: Could this happened differently? Do you agree...?</li> <li>• 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.</li> <li>• Use relevant dates and terms when discussing a certain period of history.</li> <li>• Use a range of sources to find out about an aspect of time past.</li> <li>• Communicate knowledge in a variety of ways</li> </ul>