

# Coate Way School – History Progression Map



At Coates Way school we aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. History will support children to appreciate the complexity of people’s lives, the diversity of societies and the relationships between different groups. We hope to develop pupils’ understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. To prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Diversity is celebrated throughout the year; however, the whole school explore Black History during the Black History Month which happens in the Autumn term. Children explore other individuals based on the interests of the class.

Resources: Hamilton

## EYFS

### Understanding the World

#### Understanding of the World

##### We will be learning to:

- Explore our own lives and the lives of others. ·
- Appreciate our own cultures and beliefs and those of other people. ·
- Understand what makes us and our families different and the same.
- Explore the natural world around us – our local environment, the seasons and changes in nature.
- This will be taught through a variety of topics based on children’s interests and cultural contexts.

##### Key Vocabulary:

A long time ago, same/different, change people, live history, artefact past/now, modern,, old new ,  
Uses senses-touch, see, smell, hear discuss questioning finding out order compare

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<b>Topic</b>	<b>Autumn Topic: Toys from the past</b>  <b>Spring Topic: Explorers/ Influential people</b>  <b>Summer Topic: Watford through the ages</b>	<b>Autumn Topic: The Great Fire of London</b>  <b>Spring Topic: Medicine</b>  <b>Summer Topic: Vehicles</b>	<b>Autumn Topic: Stone Age</b>  <b>Spring Topic: Stone Age</b>  <b>Summer Topic: Egyptians</b>	<b>Autumn Topic: The Roman Empire</b>  <b>Spring Topic: History of Electricity</b>  <b>Summer Topic: Ancient Greeks</b>	<b>Autumn Topic: Anglo- Saxons</b>  <b>Spring Topic: The Vikings</b>  <b>Summer Topic: Mayans</b>	<b>Autumn Topic:</b>  <b>Spring Topic: Explorers/ Influential people</b>  <b>Summer Topic: Watford through the ages</b>
<b>Chronology</b>	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives	place the time studied on a timeline sequence events or artefacts use dates related to the passing of time	place events from period studied on a timeline use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on timeline in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on timeline in relation to other studies use relevant dates and terms sequence up to ten events on a timeline
<b>Range and Depth of Historical Knowledge</b>	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people’s actions understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations

<b>Interpretations of History</b>	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the pas	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum,	look at the evidence available begin to evaluate the usefulness of different sources use of textbooks and historical knowledge	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion
<b>Historical Enquiry</b>	sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of timelines discuss the effectiveness of sources	use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions	use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research	begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research	recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account
<b>Organisation and Communication</b>	timelines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	Class display/ museum annotated photographs ICT	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups	fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms· work independently and in groups showing initiative	select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigation

### Key Stage 1

#### National Curriculum Key Vocabulary:

<b>Key history vocabulary: Continually revisit previously taught words</b>	<b>Specific vocabulary for content: Continually revisit previously taught words</b>	<b>Historical skills vocabulary: Continually revisit previously taught words</b>	<b>Other general words for this age group: Continually revisit previously taught words.</b>
history significant timeline order compare similar/different fact/opinion artefact event source evidence changes	1. Changes within living memory: change in national life parents/grandparents great	observation sequence contrast research using sources ability to build a timeline research using different resources	modern past/present/future memory information similarity difference lives memorial monument

invention question cause consequences reason connections century/decade living memory different periods of tim	grandparents lifetimes way of life home life, transport, materials, leisure 2.Events beyond living memory: significant nationally globally commemorate festivals anniversaries remembrance key features of events parliament monarchy 3.Significant individuals: contribution national international achievements aspects of life monarch reign coronation explorer inventor 4. Significant historical events, people and places in own locality: local impact museum buildings	questioning discussion compare and contrast making connections making conclusions	
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## Key Stage 2

### National Curriculum Key Vocabulary:

Key history vocabulary: Continually revisit previously taught words	Specific vocabulary for content: Continually revisit previously taught words	Historical skills vocabulary: Continually revisit previously taught words	Other general words for this age group: Continually revisit previously taught words.
chronological millenium century/decade BC/BCE AD/CE era time period similarities/differences prehistoric evidence primary/secondary sources ancient modern archaeology archaeologist contrasts trends over time influence significant impact Vocabulary linked to the local area: Queen Victoria Victorian workhouse library electricity water supply	1. Changes from the Stone Age to Iron Age: Britain temporary/permanent palaeolithic hunter-gatherers mesolithic neolithic early famers/farming deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms 2. Achievements of the earliest civilizations: civilizations irrigation Ancient Sumer Indus Valley Ancient Egypt mummification pyramid Shang Dynasty of Ancient China 3. Ancient Greece: western world democracy philosophy olympic games Athens Parthenon Acropolis	interpretation facts/opinion evidence chronology constructing a timeline ordering artefacts research enquiry comparison reliability continuity significance discussion argument reasoning frame historically valid draw contrasts, analyse trends	achievements process of change landscape settlements empire diversity societies slave citizen dynasties relationship identity challenges influence reveal technology climate travel road system trade art and culture overview connections regional national international constructed architecture religion worship sacrifice beliefs temples senate inventions peace power conquer laws justice medicine leisure baths theatre myths legends education prosperity wealth

	<p>4. Roman Empire and impact on Britain: Julius Caesar Claudius invasion conquest resistance Boudica Romanisation Hypocaust viaduct/aqueduct gladiator coliseum amphitheatre Hadrian's wall</p>		
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