



St Thomas' Catholic Primary School

History Intent and Progression Map



Our history curriculum is designed to support and stimulate children's natural curiosity and creativity; centred on evidence, facts and imagination. We provide children with direct experiences and give them opportunities to reflect, consolidate and further their learning. Children learn not just through experiences in the classroom, but also with the use of fieldwork and educational visits to historical sites and museums. We have established links within our local community which provide children with learning opportunities around the town they live and the community they are a part of.

Progression in History	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Shows an interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.	Children talk about the past and present events in their own lives and in the lives of family members.	Pupils are taught about: * changes within living memory. Were appropriate, these should be used to reveal aspects of change in national life. * events beyond living memory that are significant nationally or globally. * the lives of significant individuals in the past who have contributed to		Pupils are taught about: * changes in Britain from the Stone Age to the Iron Age * the achievements of the earliest civilisations: Ancient Egypt * Ancient Greece – a study of Greek life and achievements and their influence on the western world. * the Roman Empire and its impact on Britain			

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	Recognises and describes special times or events for family or friends.		national and international achievements. Some are used to compare aspects of life in different periods.		* the Viking and Anglo-Saxon struggle for the Kingdom and England to the time of Edward the Confessor * the Victorians * World War II – the home front * a non-European society that provides contrast with British history – Mayan civilization c. AD 900	
Focused Enquiries			I'm making history. History of my doorstep – where shall we go? Who/what made my corner of the world special long ago?	Who was here before me? To bravely to! – Explorers and adventurers. Who made history? Happy holidays now and then.	Stone Age to Iron Age – who was here before me? Why did the Ancient Romans march through Kent? What happened to Britain when the Romans left? How vicious were the Vikings? Who was making history in faraway places?	What did the Ancient Greeks do for us? Early civilization – why are there pyramids in Ancient Egypt? A magnificent millennium – how did Britain change between 1000 and 2000?
Interpretations of History			Identify different ways that the past is represented, e.g. fictional account, illustrations, films, song, museum displays	Be aware that different versions of the past may exist and begin to suggest reasons for this.	Understand that the past is represented and interpreted in different ways and give reasons for this.	
Chronology			Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. Show where places, people and events fit into a broad chronological framework. Begin to use dates.	Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a time-line. Use correct terminology to describe events in the past.	Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places and artefacts on a time-line. Use correct terminology to describe events in the past. Use greater depth and range of knowledge	
Historical Enquiry			Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories & websites.	Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance. Suggest where we might find answers to questions considering a range of sources.	Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently and give reasons for choices.	

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			<p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Communicate understanding of the past in a variety of ways.</p>	<p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Construct and organise responses by selecting relevant historical data.</p>	<p>Analyse a range of source material to promote evidence about the past.</p> <p>Construct and organise response by selecting and organizing relevant historical data.</p>
Historical terms			<p>Develop and use a wide vocabulary of historical terms, such as: a long time ago, recently, when my ... were younger, years, decades, centuries</p>	<p>Develop the use of appropriate subject terminology, such as empire, civilization, monarch</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p>
Continuity and Change			<p>Discuss continuity and change within the aspect of holidays</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies. Use a greater depth of historical knowledge.</p>
Causes and Consequences			<p>Recognise why people did things.</p> <p>Recognise why some events happened.</p> <p>Recognise what happened as a result of people's actions or events.</p>	<p>Identify and give reasons for historical events, situations and changes.</p> <p>Identify some of the results of historical events, situations and changes</p>	<p>Begin to offer explanations about why people in the past acted as they did.</p>
Similarities/Differences			<p>Identify similarities and differences between ways of life in different periods, including their own lives.</p>	<p>Describe some of the similarities and differences between different periods e.g. social, belief, local, individual</p>	<p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>
Significance			<p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.</p>	<p>Identify and begin to describe historically significant people and events in situations</p>	<p>Give reasons why some events, people or developments are seen as more significant than others.</p>

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