

Salford School History Overview, Long Term Planning and Progression Map



	Autumn Block	Spring Block	Summer Block
A Base 1	KQ: How have I changed since I was a baby? KQ: Who do we remember on Remembrance Day and why?	KQ: Who is our Monarch and what does that mean?	KQ: Who are David Attenborough and Charles Darwin? Why is it important to remember them?
A Base 2	KQ: Why did the Great Fire of London burn for so long?	KQ: Who are Florence Nightingale and Mary Seacole and why are they significant individuals?	KQ: Who were the Romans, where did they invade and how did they transform Britain?
A Base 3	KQ: What happened after the Roman's left Britain? Anglo Saxons and Viking Invasions	KQ: How can we find out about life in Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?	KQ: How can we find out about life in Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?
B Base 2	KQ: Who is Guy Fawkes and why do we remember him on the 5 th of November?	KQ: Why does the school have 1902 written on the wall and what does that mean? What is the historical story of our school building?	KQ: Stone Age to Iron Age – How do we know about the prehistoric age in Britain?
B Base 3	KQ: When and where did the Ancient Egyptians live and what did they believe?	KQ: What does the history of the Kingdom of Benin teach us about culture, trade and empire?	KQ: How did Britain build an Empire and what happened to it?
C Base 3	KQ: What can we learn about the history of our school from the evidence around us?	KQ: What can we learn about the history of our village from the evidence around us?	KQ: What key moments in history have affected the City of Leicester?

Scalford School History Overview, Long Term Planning and Progression Map



Cycle A – To be used alongside the Progression Map below			
	Autumn	Spring	Summer
Base 1	KQ: How have I changed since I was a baby? KQ: Who do we remember on Remembrance Day and why? <i>How have I changed in my life in my living memory?</i> <i>How were toys different in the past?</i> <i>What games did children play in the past?</i> <i>Remembrance: Who we are remembering on Remembrance Day?</i>	KQ: Who is our Monarch and what does that mean? <i>What is a monarch?</i> <i>Who is our monarch today?</i> <i>Why did Prince Charles become King Charles III?</i> <i>Who are the King's relatives?</i> <i>What is a coronation?</i> <i>How is the King significant in our local area/our children's lives today?</i> <i>Where does our monarch live?</i>	KQ: Who are David Attenborough and Charles Darwin? Why is it important to remember them? <i>Who is David Attenborough?</i> <i>Who is Charles Dawin?</i> <i>Where do their lives fit on our timeline?</i> <i>What was life like when Charles Darwin was alive and how do we know?</i> <i>What is life like now when David Attenborough is alive?</i> <i>What have they achieved?</i>
EYFS	3-4 Year Olds Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family. Reception: Talk about members of their immediate family and community. Talk about past and present events in their own lives and lives of family members. Use everyday language related to time. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise and describe special times or events for family and friends.		

Salford School History Overview, Long Term Planning and Progression Map



Year 1 (KS1)	Knowledge / understanding of British/Local history Changes within living memory The ability / disposition to: Identify similarities / differences between periods Be aware of the past, using common words & phrases relating to time Ask and answer questions	Knowledge / understanding of wider world history Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. The ability / disposition to Begin to know where people studied fit into a chronological framework. Identify similarities / differences between periods	Knowledge / understanding of wider world history Lives of significant individuals in the past who have contributed to national and international achievements The ability / disposition to Begin to know where people studied fit into a chronological framework. Be aware of the past, using common words & phrases relating to time
		Be aware of the past, using common words & phrases relating to time Ask and answer questions Choose and use from stories and other sources to show understanding	Ask and answer questions Choose and use from stories and other sources to show understanding
Base 2	KQ: Why did the Great Fire of London burn for so long? <i>When did the Great Fire of London start? How do we know that? How did the Great Fire start?</i> <i>Why did the fire spread?</i> <i>What happened in the fire? How do we know?</i> <i>How was the fire put out? Who was the monarch during the Great Fire of London and what did he do?</i> <i>What happened after the great fire? What was the legacy?</i>	KQ: Who are Florence Nightingale and Mary Seacole and why are they significant individuals? <i>What makes a person significant in History? What was nursing like then in 1800's and now 2024? Who was Florence Nightingale? And how do we know? Who was Mary Seacole and how do we know? How did what they did change nursing? Is Florence Nightingale a significant individual in History? Why? Is Mary Seacole a significant individual in History? Why?</i>	KQ: Who were the Romans, where did they invade and how did they transform Britain?

Scaford School History Overview, Long Term Planning and Progression Map



Year 2	Knowledge / understanding of British/Local history Significant historical events, people and places. Knowledge / understanding of wider world history Lives of significant individuals in the past who have contributed to national and international achievements. Events from beyond living memory that are significant nationally or globally The ability / disposition to Know where all people/events studied fit into a chronological framework. Identify similarities / differences between periods Be aware of the past, using common words & phrases relating to time Use wide vocabulary of everyday historical terms Ask and answer questions	Knowledge / understanding of British/Local history Significant historical events, people and places. Knowledge / understanding of wider world history Events from beyond living memory that are significant nationally or globally The ability / disposition to Know where all people/events studied fit into a chronological framework. Identify similarities / differences between periods Be aware of the past, using common words & phrases relating to time Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding	Knowledge / understanding of British/Local history Significant historical events, people and places in their own locality Knowledge / understanding of wider world history Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. The ability / disposition to Know where all people/events studied fit into a chronological framework. Identify similarities / differences between periods Be aware of the past, using common words & phrases relating to time Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding
	Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented	Understand some ways we find out about the past Identify different ways in which past is represented	Understand some ways we find out about the past Identify different ways in which past is represented

Salford School History Overview, Long Term Planning and Progression Map



Year 3 Building on and Year 2	The ability / disposition to: Begin to develop chronologically secure knowledge of history Begin to develop the appropriate use of historical terms Begin to devise historically valid questions Begin to understand how knowledge of the past is constructed from a range of sources	The ability / disposition to: Begin to develop chronologically secure knowledge of history Begin to develop the appropriate use of historical terms Begin to devise historically valid questions Begin to understand how knowledge of the past is constructed from a range of sources BLUE	Knowledge / understanding of British history The Roman Empire and its impact on Britain The ability / disposition to: Begin to develop chronologically secure knowledge of history Begin to develop the appropriate use of historical terms Begin to devise historically valid questions Begin to understand how knowledge of the past is constructed from a range of sources
Base 3	KQ: What happened after the Roman's left Britain?	KQ: How can we find out about life in Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today? <i>Who were the Ancient Greeks?</i> <i>What was life like in Ancient Greece and How do we know?</i> <i>What can we learn about Ancient Greece from Greek myths?</i> <i>Who was Alexander the Great and what did he do?</i> <i>How did the Olympics come into being?</i> <i>How are the modern Olympic different to the ancient Olympics?</i> <i>What have the Greeks left us with as their legacy?</i>	KQ: How can we find out about life in Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?

Salford School History Overview, Long Term Planning and Progression Map



Year 4	Knowledge / understanding of British history Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo Saxons and Scots The ability / disposition to: Continue to develop chronologically secure knowledge of history Begin to establish clear narratives within and across periods studied Begin to note connections, contrasts and trends over time Continue to develop the appropriate use of historical terms Begin to address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources	Knowledge / understanding of wider world history Ancient Greece – life, achievements, influence The ability / disposition to: Continue to develop chronologically secure knowledge of history Begin to establish clear narratives within and across periods studied Begin to note connections, contrasts and trends over time Continue to develop the appropriate use of historical terms Begin to address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources	Knowledge / understanding of wider world history Ancient Greece – life, achievements, influence The ability / disposition to: Continue to develop chronologically secure knowledge of history Begin to establish clear narratives within and across periods studied Begin to note connections, contrasts and trends over time Continue to develop the appropriate use of historical terms Begin to address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources
Year 5	The ability / disposition to: Continue to develop chronologically secure knowledge of history Continue to establish clear narratives within and across periods studied Continue to note connections, contrasts and trends over time Develop the appropriate use of historical terms	The ability / disposition to: Continue to develop chronologically secure knowledge of history Continue to establish clear narratives within and across periods studied Continue to note connections, contrasts and trends over time Develop the appropriate use of historical terms	The ability / disposition to: Continue to develop chronologically secure knowledge of history Continue to establish clear narratives within and across periods studied Continue to note connections, contrasts and trends over time Develop the appropriate use of historical terms

Scaford School History Overview, Long Term Planning and Progression Map



	Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Begin to construct informed responses by selecting and organising relevant historical information Begin to understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Begin to construct informed responses by selecting and organising relevant historical information Begin to understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Begin to construct informed responses by selecting and organising relevant historical information Begin to understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)
Year 6	The ability / disposition to: Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	The ability / disposition to: Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	The ability / disposition to: Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)

Scalford School History Overview, Long Term Planning and Progression Map



Cycle B To be used alongside the Progression Map below			
Base 2	KQ: Who is Guy Fawkes and why do we remember him on the 5th of November? <i>Who was Guy Fawkes and when was the plot?</i> <i>Who was the monarch and what was life like?</i> <i>What did the plotters want to do and why?</i> <i>What was the Gunpowder Plot and what was Guy's role?</i> <i>How do we remember the plot?</i>	KQ: Why does the school have 1902 written on the wall and what does that mean? What is the historical story of our school building? <i>What can we find out as historical detectives about the history of our school?</i> <i>Who was the monarch and what was life like in 1902? Where did the children come from?</i> <i>What is a log book and how will it help us to understand the history of our school?</i> <i>What is the punishment book and what does it record?</i> <i>What is the same and what is different from 1902 at Scalford School to now?</i> <i>What can people who went to Scalford School in the past tell us about school life?</i> <i>What could we add to the log book to tell children in the future what school life is like today?</i>	KQ: Stone Age to Iron Age – How do we know about the prehistoric age in Britain?

Scalford School History Overview, Long Term Planning and Progression Map



Year 2	Knowledge / understanding of British/Local history Significant historical events, people and places in their own locality Knowledge / understanding of wider world history Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. The ability / disposition to Identify similarities / differences between periods Be aware of the past, using common words & phrases relating to time Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding	Knowledge / understanding of British/Local history Significant historical events, people and places. Changes within living memory - used, where appropriate, to reveal changes in national life Knowledge / understanding of wider world history Lives of significant individuals in the past who have contributed to national and international achievements. Events from beyond living memory that are significant nationally or globally The ability / disposition to Identify similarities / differences between periods Be aware of the past, using common words & phrases relating to time Use wide vocabulary of everyday historical terms Ask and answer questions	Knowledge / understanding of British/Local history Significant historical events, people and places. Knowledge / understanding of wider world history Lives of significant individuals in the past who have contributed to national and international achievements. Events from beyond living memory that are significant nationally or globally The ability / disposition to Identify similarities / differences between periods Be aware of the past, using common words & phrases relating to time Use wide vocabulary of everyday historical terms Ask and answer questions
	Understand some ways we find out about the past Identify different ways in which past is represented Fit people/events into chronological framework	Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented Fit people/events into chronological framework	Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented Fit people/events into chronological framework

Salford School History Overview, Long Term Planning and Progression Map



Year 3 Building on Year 2	Knowledge / understanding of British history Changes in Britain from the Stone Age to the Iron Age The ability / disposition to: Begin to develop chronologically secure knowledge of history Begin to develop the appropriate use of historical terms Begin to devise historically valid questions Begin to understand how knowledge of the past is constructed from a range of sources	Local history A local study The ability / disposition to: Begin to develop chronologically secure knowledge of history Begin to develop the appropriate use of historical terms Begin to devise historically valid questions Begin to understand how knowledge of the past is constructed from a range of sources	The ability / disposition to: Begin to develop chronologically secure knowledge of history Begin to develop the appropriate use of historical terms Begin to devise historically valid questions Begin to understand how knowledge of the past is constructed from a range of sources
Base 3	KQ: When and where did the Ancient Egyptians live and what did they believe? <i>When and where was ancient Egypt?</i> <i>Who were the Pharaohs and what does that mean?</i> <i>How do we know about Ancient Egypt?</i> <i>Who did the Egyptians worship and how?</i> <i>What did the Egyptians believe about life after death?</i> <i>Who do the treasures of the past belong to?</i>	KQ: What does the history of the Kingdom of Benin teach us about culture, trade and empire? <i>When and where was the Kingdom of Benin?</i> <i>Who ruled the Kingdom of Benin?</i> <i>What was life like for ordinary people in the Kingdom of Benin? How do we know?</i> <i>What can we learn from the art of the Kingdom of Benin?</i> <i>What is the importance of trade in the Kingdom of Benin and how do we know about it?</i> <i>How did the Kingdom of Benin come to an end?</i>	KQ: How did Britain build an Empire and what happened to it?

Scalford School History Overview, Long Term Planning and Progression Map



Year 4	Knowledge / understanding of wider world history	Knowledge / understanding of wider world history	Knowledge / understanding of wider world history
	The achievements of the earliest civilizations; depth study of one of: • Sumer • Indus Valley • Egypt • Shang Dynasty The ability / disposition to: Continue to develop chronologically secure knowledge of history Begin to establish clear narratives within and across periods studied Begin to note connections, contrasts and trends over time Continue to develop the appropriate use of historical terms Begin to address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources	Non-European society that contrasts with British history. One of: • early Islamic civilizations inc study of Baghdad c 900AD • Mayan civilization c. 900 AD • Benin (west Africa) c. 900-1300 Describe/make links between main events, situations and changes within and across different periods/societies. Describe social, cultural, religious and ethnic diversity in Britain and the wider world. The ability / disposition to: Continue to develop chronologically secure knowledge of history Begin to establish clear narratives within and across periods studied Begin to note connections, contrasts and trends over time Continue to develop the appropriate use of historical terms Begin to address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources	Non-European society that contrasts with British history. One of: • early Islamic civilizations inc study of Baghdad c 900AD • Mayan civilization c. 900 AD • Benin (west Africa) c. 900-1300 The ability / disposition to: Continue to develop chronologically secure knowledge of history Begin to establish clear narratives within and across periods studied Begin to note connections, contrasts and trends over time Continue to develop the appropriate use of historical terms Begin to address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources

Salford School History Overview, Long Term Planning and Progression Map



Year 5	The ability / disposition to: Continue to develop chronologically secure knowledge of history Continue to establish clear narratives within and across periods studied Continue to note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions	The ability / disposition to: Continue to develop chronologically secure knowledge of history Continue to establish clear narratives within and across periods studied Continue to note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions	The ability / disposition to: Continue to develop chronologically secure knowledge of history Continue to establish clear narratives within and across periods studied Continue to note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions
	Understand how knowledge of the past is constructed from a range of sources Begin to construct informed responses by selecting and organising relevant historical information Begin to understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	Understand how knowledge of the past is constructed from a range of sources Begin to construct informed responses by selecting and organising relevant historical information Begin to understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	Understand how knowledge of the past is constructed from a range of sources Begin to construct informed responses by selecting and organising relevant historical information Begin to understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)

Scalford School History Overview, Long Term Planning and Progression Map



Year 6	The ability / disposition to: Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	The ability / disposition to: Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	The ability / disposition to: Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)
---------------	--	--	--

Salford School History Overview, Long Term Planning and Progression Map



Cycle C To be used alongside the Progression Map below			
	Autumn	Spring	Summer
Base 3	Local History KQ: What can we learn about the history of our school from the evidence around us?	Local History KQ: What can we learn about the history of our village from the evidence around us?	Local History KQ: What key moments in history have affected the City of Leicester?
Year 4	Knowledge / understanding of British history An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 Local history A local study The ability / disposition to: Continue to develop chronologically secure knowledge of history Begin to establish clear narratives within and across periods studied Begin to note connections, contrasts and trends over time Continue to develop the appropriate use of historical terms Begin to address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources	Knowledge / understanding of British history An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 Local history A local study The ability / disposition to: Continue to develop chronologically secure knowledge of history Begin to establish clear narratives within and across periods studied Begin to note connections, contrasts and trends over time Continue to develop the appropriate use of historical terms Begin to address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources	Knowledge / understanding of British history An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 Local history A local study The ability / disposition to: Continue to develop chronologically secure knowledge of history Begin to establish clear narratives within and across periods studied Begin to note connections, contrasts and trends over time Continue to develop the appropriate use of historical terms Begin to address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources

Salford School History Overview, Long Term Planning and Progression Map



Year 5	The ability / disposition to:	The ability / disposition to:	The ability / disposition to:
	Continue to develop chronologically secure knowledge of history Continue to establish clear narratives within and across periods studied Continue to note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Begin to construct informed responses by selecting and organising relevant historical information Begin to understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	Continue to develop chronologically secure knowledge of history Continue to establish clear narratives within and across periods studied Continue to note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Begin to construct informed responses by selecting and organising relevant historical information Begin to understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	Continue to develop chronologically secure knowledge of history Continue to establish clear narratives within and across periods studied Continue to note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Begin to construct informed responses by selecting and organising relevant historical information Begin to understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)

Scaford School History Overview, Long Term Planning and Progression Map



Year 6	The ability / disposition to:	The ability / disposition to:	The ability / disposition to:
	Continue to develop chronologically secure knowledge of history	Continue to develop chronologically secure knowledge of history	Continue to develop chronologically secure knowledge of history
	Establish clear narratives within and across periods studied	Establish clear narratives within and across periods studied	Establish clear narratives within and across periods studied
	Note connections, contrasts and trends over time	Note connections, contrasts and trends over time	Note connections, contrasts and trends over time
	Develop the appropriate use of historical terms	Develop the appropriate use of historical terms	Develop the appropriate use of historical terms
	Regularly address and sometimes devise historically valid questions	Regularly address and sometimes devise historically valid questions	Regularly address and sometimes devise historically valid questions
	Understand how knowledge of the past is constructed from a range of sources	Understand how knowledge of the past is constructed from a range of sources	Understand how knowledge of the past is constructed from a range of sources
	Construct informed responses by selecting and organising relevant historical information	Construct informed responses by selecting and organising relevant historical information	Construct informed responses by selecting and organising relevant historical information
	Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)	Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)

Progression in history involves developing **historical perspective** through ...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts (see section 5 below *)
- greater independence in applying all these qualities



Salford School History Overview, Long Term Planning and Progression Map



The National Curriculum for history (2014) aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically-grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand **historical concepts** such as **continuity and change**, **cause and consequence**, **similarity, difference** and **significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and **create their own structured accounts**, including written narratives and analyses
- understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Progression Map

Salford School History Overview, Long Term Planning and Progression Map



Work likely in ... Early Years ➔ work likely at KS1 to ➔ work likely at KS2 to ➔ work likely at KS3

1. Chronological knowledge / understanding <i>(including characteristic features of periods)</i>	- Use everyday language related to time - Order and sequence familiar events - Describe main story settings, events and principal characters. - Talk about past and present events in their own lives and in lives of family members.	- Develop an awareness of the past - Use common words and phrases relating to the passing of time - Know where all people/events studied fit into a chronological framework - Identify similarities / differences between periods	- Continue to develop chronologically secure knowledge of history - Establish clear narratives within and across periods studied - Note connections, contrasts and trends over time	- Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning - Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms eg empire, peasant	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	- Be curious about people and show interest in stories - Answer 'how' and 'why' questions ... in response to stories or events. - Explain own knowledge and understanding, and asks appropriate questions. - Know that information can be retrieved from books and computers - Record, using marks they can interpret and explain	- Ask and answer questions * - Understand some ways we find out about the past - Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	- Regularly address and sometimes devise historically valid questions * - Understand how knowledge of the past is constructed from a range of sources - Construct informed responses by ... - Selecting and organising relevant historical information	- Pursue historically valid enquiries * including some they have framed - Understand how different types of sources are used rigorously to make historical claims - Create relevant, structured and evidentially supported accounts
4. Interpretations of history		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this	Discern how and why contrasting arguments and interpretations of the past have been constructed

Scalford School History Overview, Long Term Planning and Progression Map



Progression Map

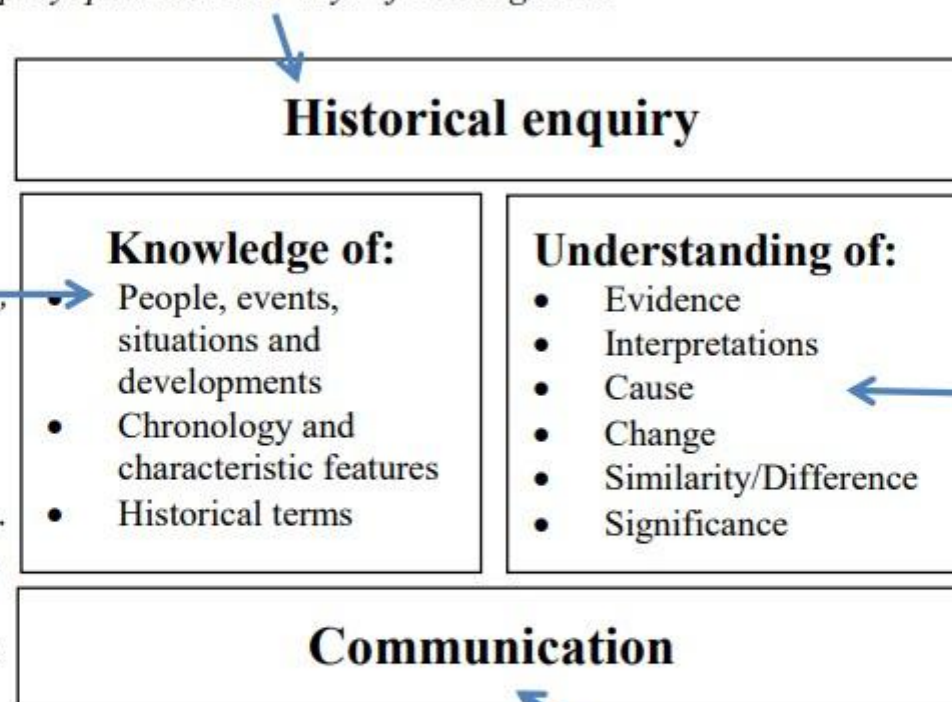
* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. Continuity and change in and between periods	- Look closely at similarities, differences, patterns and change - Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	Identify and explain change and continuity within and across periods
5b. Cause and consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account	Identify historically significant people and events in situations	Consider/explain the significance of events, people and developments in their context and in the present.

Scalford School History Overview, Long Term Planning and Progression Map



Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. *Sometimes* your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

Always include objectives for building knowledge of all the aspects shown here. This “Now knowledge” will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen “hereafter knowledge”. (See page 2 above)



Within any sequence of lessons, *always* include objectives for developing pupils’ *understanding of* (usually) *one or two of the listed elements*. Your selection and precise focus for this will be reflected in the key question. (See “historical enquiry”).

Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. *Sometimes* your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.