

Progression Framework – History



Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

| Autumn - Me and My World | Spring - The Wider World | Summer - Action and Adventure |
|---------------------------------|---------------------------------|--------------------------------------|
| Year 1 | | |
| <i>All About Me</i> | <i>Come Fly with Me</i> | <i>Pirates</i> |
| Year 2 | | |
| <i>Help is at Hand</i> | <i>Going Wild</i> | <i>Time Travel</i> |
| Year 3 | | |
| <i>Unity in the Community</i> | <i>Global Warning</i> | <i>To Infinity and Beyond</i> |
| Year 4 | | |
| <i>Law and Order</i> | <i>Under the Sea</i> | <i>Superheroes</i> |

The History curriculum is broken down into the following key areas:

- Chronological understanding
- Knowledge and understanding
- Historical enquiry
- Historical interpretation

When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn and progress in all areas and this should be clearly referenced in medium term plans.

| Milestone 1 | Milestone 2 | Milestone 3 | Milestone 4 | Milestone 5 | Milestone 6 | Milestone 7 |
|--|--|--|---|--|--|---|
| Chronological Understanding | | | | | | |
| <p>CU.1 - Sequence pictures to show time order (eg baby, toddler, child). To use simple words to talk about the passing of time.</p> | <p>CU.2.1 - To put up to three objects, people or events in chronological order. CU.2.2 - Begin to recognise the differences between ways of life in past and present.</p> | <p>CU.3.1 - To sequence a set of events in chronological order and give reasons. CU.3.2 - To identify differences between ways of life in the past and present.</p> | <p>CU.4.1 - To use a timeline within a specific time period (events, people and objects). CU.4.2 - To begin to understand that the past can be divided into different periods of time.</p> | <p>CU.5.1 - To place periods of History on a timeline in order. CU.5.2 - To explain how the past can be divided into different periods of time.</p> | <p>CU.6.1 - To create a timeline including periods (studied) within History. CU.6.2 - To pick out similarities and differences between different periods of time. CU.6.3 - Know some significant dates.</p> | <p>CU.7.1 - To understand the relate length of periods (studied) in History. CU.7.2 - To explain the similarities and differences between different periods of time. CU.7.3 - To know some significant dates</p> |
| Knowledge and Understanding | | | | | | |
| <p>KU.1.1 - To listen to and recall historical stories. KU.1.2 - Talk about past and events in their own lives and in the lives of family members.</p> | <p>KU.2.1 - To use stories to talk about things that have happened in the past KU.2.2 - To recognise how the achievements of famous people have influenced our lives.</p> | <p>KU.3.1 - Recount the main events from a significant event in History. KU.3.2 - To recognise why people did things, why events happened and what happened as a result.</p> | <p>KU.4.1 - To identify what life was like in the past – how people lived (during the history studied). KU.4.2 - To identify what events happened and understand what happened as a result.</p> | <p>KU.5.1 - To identify key features and events (during history studied) and offer reasonable explanations for some events KU.5.2 - Begin to give reasons for the main events and changes for the periods studied.</p> | <p>KU.6.1 - To examine causes and results of great events and the influence these have had on life today. KU.6.2 - To give reasons for the main events and changes for the periods studied.</p> | <p>KU.7.1 - To use knowledge to describe the individual and special features of past societies and times. KU.7.2 - To give reasons why changes have occurred using historical knowledge and evidence</p> |
| Historical Enquiry | | | | | | |
| <p>HE.1 - To identify and talk about similarities and differences.</p> | <p>HE.2 - To ask and answer simple historical questions.</p> | <p>HE.3 - To ask and answer appropriate historical questions using own historical knowledge.</p> | <p>HE.4 - To ask historical questions and use a variety of sources of evidence to answer questions.</p> | <p>HE.5 - To ask historically valid questions and to use sources of information (beyond simple observations) to answer historical questions.</p> | <p>HE.6 - To answer and devise own historically valid questions about change, cause, similarity and difference and significant.</p> | <p>HE.7 - To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> |
| Historical Interpretation | | | | | | |
| <p>HI.1 - Recognise that a familiar event can be represented in different ways e.g. photos, videos, mementos such as saved birthday cards.</p> | <p>HI.2 - Begin to identify different ways to represent the past (photograph, stories, websites, information books).</p> | <p>HI.3 - Identify different ways to represent the past (photograph, stories, websites, information books).</p> | <p>HI.4 - Identify and give reasons for different ways in which the past is represented</p> | <p>HI.5 - Begin to evaluate the usefulness of different sources.</p> | <p>HI.6 - Compare accounts of events from different sources.</p> | <p>HI.7 - Link sources and work out how conclusions were met</p> |