



Curriculum Progression Map

Subject: History

At Avanti House Primary School, the History and Geography curriculum teaches pupils about the world in which they live and how it has changed over time by building on prior knowledge, introducing new vocabulary and developing historical and geographical skills following the National Curriculum. Opportunities for moral growth and spiritual insight are underpinned throughout this curriculum thus making the world a better place.

History Intent

Our aim is to help all pupils gain a deeper knowledge and understanding of Britain's past and that of the wider world and inspire pupils to learn more about the past. As pupils mature, we aim to equip them with the skills to ask perceptive questions, think critically, weigh evidence, justify opinions, compare and contrast and develop a sense of chronology. Pupils will be able comprehend the complexity of people's lives, the process of change, the diversity of societies and the relationship between different people relating this back to their own identity and challenges in today's society. In addition to developing the range and depth of historical knowledge; key historical skills will be taught and built on throughout the key stages. These skills include sequencing events in chronological order, interpreting different sources of evidence, the significance, cause and effect of key historical events and figures and forming contrasts and comparisons. Wherever possible, History lessons have cross-curricular links reflecting the British and Avanti values and they are brought to life and made accessible for all pupils through the addition of visitors to the school, drama, debating topical issues, interpreting artefacts, archaeological excavations, day trips etc.



Key areas	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics							
SKILLS (Chronological Understanding)	Autumn 1: All about Me <i>(Linked to Black History Month – similarities and differences).</i> Autumn 2: Celebrations & Festivals <i>(All Faiths e.g. Nativity, Moses, Diwali)</i> Spring Term: Let's Pretend	<p>Sequence events in their life.</p> <p>Distinguish between objects from 'then' and 'now.'</p> <p>Know and recount episodes from stories about the past.</p>	<p>Sequence artefacts and photos from closer together within a time period.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Place the time studied on a timeline.</p> <p>Sequence several events or artefacts.</p> <p>Find out about everyday lives of people in time studied and compare with their own.</p> <p>Identify reasons for and results of people's actions and understand why people may have wanted to do something.</p>	<p>Place events from the time period studied on a timeline.</p> <p>Understand the concept of BCE/CE.</p> <p>Identify key features and events of time studied.</p> <p>Offer a reasonable explanation for events in time studied.</p>	<p>Know and sequence key events of time period studied.</p> <p>Make comparisons between different times in the past.</p> <p>Study different aspects of different people in a time period e.g. differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p>	<p>Place current study on timeline and compare with other studies.</p> <p>Sequence up to ten events on timelines with different scales.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>



SKILLS (Enquiry and interpretation)	<i>(Recounts of personal events)</i> Summer 1: People who help us <i>(Police, Fire Brigade and how they have changed from the past)</i>	Use sources to find answers to simple questions about the past. Distinguish between factual stories and fiction.	Use sources to ask and answer questions about the past. Compare two different versions of a past event.	Use a range of sources (artefacts and pictures) to find out about a period and observe small details. Distinguish between different written sources – compare different versions of the same story.	Choose relevant material to build up a picture of life in a period studied. Begin to evaluate the usefulness of different sources.	Identify primary and secondary sources and explain the differences between them. Compare accounts of events from different sources and suggest reasons for the different versions.	Bring knowledge gathered from a variety of sources together in a fluent account. Consider ways of checking the accuracy of different accounts and explain how these can lead to different conclusions.
Key Vocabulary	Summer 2: Changes <i>(Changes in ourselves/ lifecycle)</i>	fact, fiction, then, now, evidence, sequence, past, recount	artefacts, time period, result, effect, sources of evidence, past, present, future	artefacts, era, timeline, compare and contrast, reasons, explanations, results, observations, sources of evidence	artefacts, era, Common Era (CE), Before Common Era (BCE), compare and contrast, cause and effect, primary and secondary sources, evaluate, reliable, biased	artefacts, era, Common Era (CE), Before Common Era (BCE), compare and contrast, cause and effect, impact, implications, primary and secondary sources, evaluate, reliable, biased, objective, subjective	artefacts, era, Common Era (CE), Before Common Era (BCE), compare and contrast, cause and effect, impact and implications, primary and secondary sources, evaluate, reliable, biased, objective, subjective, accuracy, fluent account