



## Oasis Academy Pinewood Horizontal Curriculum Progression Map

### History



	EYFS	KS1	LKS2	UKS2
National Curriculum		<ul style="list-style-type: none"><li>• Changes within living memory</li><li>• Events beyond living memory</li><li>• Lives of significant individuals, national and international</li><li>• Historical events, people and places in local history</li></ul>	<ul style="list-style-type: none"><li>• Chronological secure knowledge in British, local and world history</li><li>• Ask and devise historical questioning</li><li>• Construct informed responses using relevant historical information</li><li>• Use a range of resources</li><li>• Overview and depth studies</li></ul> <ul style="list-style-type: none"><li>• Changes in Britain from the Stone Age to the Iron Age</li><li>• The Roman Empire and its impact on Britain</li><li>• Britain's settlement by Anglo-Saxons and Scots</li><li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li><li>• A local history study</li><li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li><li>• Achievements of the earliest civilizations, an overview of where and when the first civilization appeared and a depth study of one of the following Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li><li>• Ancient Greece- a study of Greek life and achievements and their influence on the Western world</li><li>• A non-European society that provides contrasts with British history – one chosen for early Islamic civilisation, including a story of Baghdadc.AD900, Mayan civilization, AD900 (West Africa)c, AD 900-1300</li></ul>	

<b>Historical enquiry</b>	To know about similarities and differences between themselves, others, family, community and traditions  (All About ourselves topic)	Identify ways in which the past is represented  Explore events, look at pictures and ask questions (Which is old and which is new?)  Look at objects and ask questions (What was it used for?)  (Toys topic)	Use a variety of sources to find evidence about the past (books, internet, pictures, databases, museums, galleries, archaeological sites)  Ask questions and find answers about the past	Use a variety of sources to find evidence about the past (books, internet, pictures, databases, museums, galleries, archaeological sites)  Choose reliable resources to find information and realise there is not always a single answer to historical questions  Investigate own lines of enquiry posing question and answers
<b>Historical Interpretation</b>	Look at their own families and immediate surroundings	Use different media to find information, books, internet, questioning of people, photos and objects.	Explore different perspectives of the same events	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history  Give reasons why there are different accounts of the same event/period  Evaluate evidence and select the most reliable
<b>Chronological understanding</b>	Talk about past and present events in their own and their families lives	Understand the difference between things that happened in the past and the present.  Describe changes that have happened to themselves and others in the past  Order a set of objects or events  Use a timeline to order simple events  Use historical vocabulary	Begin to understand BC (Before Christ) and AD (Anno Domini)  Place historical events on a timeline  Describe dates of and order significant events for the period studied.	Secure understanding that a timeline can be split into BC and AD  Order significant events, movements and dates on a timeline  Describe the main changes in a period in history  Make links between some of the features of past societies (religion, buildings, society, technology)

<b>Organisation and communication</b>	<p>Talk about past and present events in their own lives Know that some children don't always enjoy the same things and are sensitive to this.</p>	<p>Sort objects, pictures and events (old and new, then and now) Use a timeline to order events or objects Tell stories about the past Talk and write about things from the past Recall some facts about people/events before their living memory Talk about why people may have acted the way they did</p>	<p>Communicate ideas and knowledge in a variety of ways, including: writing in different genres (diary, recount, story), drama, drawings, data, ICT programs Use evidence to describe the culture and leisure activities from the past Use evidence to describe clothing, ways of life and buildings and their uses in the past</p>	<p>Communicate ideas and knowledge in a variety of ways, including: writing in different genres (diary, recount, story), drama, drawings, data, ICT programs Plan and present a self-directed project or research about the studied period</p>
<b>Vocabulary</b>	<p>Similarities Differences Community Family Traditions Past Present Old New Yesterday Date Day Month Year Century  Topic specific vocabulary</p>	<p>Now Then Last week/month/year A long time ago Chronological Living memory Source Enquire/enquiry Evidence Memory/memory Significant Recent Timeline Lifetime Decade Century Local National Global  Topic specific vocabulary</p>	<p>BC – Before Christ AD – Anno Domini Archaeology Impact Consequences Era Period Perspective Database  Topic specific vocabulary</p>	<p>Propaganda Mis-information Reliable Opinion Evaluate Society  Topic specific vocabulary</p>

20/21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me Space	Dinosaurs	Fairy Tales	Growing	Pirates	On the farm
KS1	Great fire of London Firefighting from the past to the present		Antartica		Significant person – Ned Kelly	
Lower KS2		Invaders and settlers – The Vikings	Invaders and settlers – Anglo Saxons		The Victorians	
Upper KS2		Mayans and Aztecs		WW1		Shang dynasty