

History Progression Map

Subject Intent

Our intent at St Oswald's is to encourage learners to become Historians who develop a deeper understanding and appreciation of the multicultural and diverse global community in which they live. Through the implementation of a thorough and progressive History curriculum our children will be equipped with the necessary knowledge, skills and cultural capital to be contributing, well rounded citizens with high expectations and ambitions.

To achieve this our curriculum will provide the learning for the children to become Historians who have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenge activities, including opportunities to undertake high-quality research across a range of history topics.

National Curriculum	Threshold Concepts	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Milestone 1		Milestone 2		Milestone 3	
	Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.		This will be built in by examining evidence of the past through artefacts and different sources within each history theme.					
	Build an overview of world history		The lives of significant individuals in the	The lives of significant individuals in the	Changes in Britain from the	Britain's settlement by	Ancient Greece - a study of Greek life and	A study of an aspect or theme in British history

	This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.		past who have contributed to national and international achievements Significant historical events, people and places in their own locality	past who have contributed to national and international achievements Events beyond living memory that are significant nationally or globally	Stone Age to the Iron Age The Roman Empire and its impact on Britain	Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study The achievements of the early civilizations	achievements and their influences on the western world Early Islamic civilization, including a study of Bagdad c.AD 900	that extends pupils' chronological knowledge beyond 1066 A non-European society that provides contrasts with British history - Benin (West Africa)
	Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality	Events beyond living memory that are significant nationally or globally	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece - a study of Greek life and achievements and their influences on the western world Early Islamic civilization, including a study of Bagdad c.AD 900	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Communicate historically This concept involves using	Key vocabulary will be taught throughout each year group and will involve historical vocabulary as well as vocabulary for the specific theme. The key vocabulary will be displayed on Knowledge Organisers to make it clear.						

	historical vocabulary and techniques to convey information about the past.	
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