



History Progression Map

Subject Intent

Beverley's History curriculum offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies. Students will develop a well-rounded knowledge of the past and its events, with intention to improve every students' cultural capital, understanding of the world around them and their own heritage. The historical concepts are: Investigating and Interpreting the Past; Build an Overview of World History; Understand Chronology and Communicate Historically. For EYFS we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for students to really grasp the difficult concept of the passing of time. For those students above Milestone 3 they will follow the appropriate National Curriculum or accreditation routes.

Subject Implementation

At Beverley we weave History through termly Key Stage projects. By using Project Based Learning (PBL), we aim for our students to develop real life links through various projects that our students can make connections and reference to. By using this enquiry-based approach, PBL encourages active enquiry to engage and enthuse our students about the past, the present world they live in, living respectfully with others and being respectful towards the planet. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and inclusion of key vocabulary is built into each lesson to ensure that students are allowed opportunities to repeat and revise this knowledge.

Subject Impact

Beverley Students are happy, engaged and active enquirers in learning activities. They are developing their historical skills, knowledge and understanding. They are also developing independence to manage themselves (physically and emotionally) and be more able to express themselves through their preferred method of communication. They are knowledgeable about a wide range of culture and are comfortable discussing its value and merits. They will be able to deploy appropriate knowledge in a given situation: a job interview, a conversation with a friend/ neighbour, building a work network and so on. Our students will achieve progress through National Curriculum objectives, Beverley Steps, Accreditation outcomes and EHCP outcomes.

Subject Progression

Level Expected at the End of EYFS

We have selected the most relevant statements from the Delivery Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for History.

History			
0 - 3	Understanding the World		<ul style="list-style-type: none">• I can enjoy pictures about myself, family and people• I have a sense of own immediate family and relations
3 – 4	Understanding the World		<ul style="list-style-type: none">• I can begin to make sense of my own life story
Reception	Understanding the World		<ul style="list-style-type: none">• I can comment on images of familiar situations in the past• I can compare and contrast characters from stories, including figures from the past
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none">• I can talk about the lives of people around them and their roles in society• I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class• I can understand the past through settings, characters and events encountered in books read in class and storytelling

The following curriculum progression map comprehensively shows the progression of historical skills and concepts from Pre Milestone 1 – Milestone 3. For those students above Milestone 3 they will follow a National Curriculum, adapted to the needs of the individual leading to appropriate accreditation. Accreditation routes are in parentheses eg. (Entry Level 1 – Entry Level 2)

INVESTIGATING AND INTERPRETING THE PAST	Pre Milestone 1 Beverley Steps P4 - 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level- Entry Level 1)		
	<ul style="list-style-type: none"> I can experience historical artefacts I can collect objects that interest them 	<ul style="list-style-type: none"> I can answer simple questions about historical artefacts I can begin to pick out historical artefacts from a collection of items I can recognise pictures of events in the more distant past I can identify an ‘old’ artefact I can identify a difference between an old and new object 	<ul style="list-style-type: none"> I can answer simple questions about historical artefacts I can identify an object as being from the past and present I can describe some aspects of artefacts in simple terms I can understand the difference between past and present 		
	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)	
	<ul style="list-style-type: none"> I can observe or handle evidence to ask questions and find answers to questions about the past I can ask questions such as: What was it like for people? What happened? How long ago? I can use artefacts, pictures, stories, online sources and databases to find out about the past 	<ul style="list-style-type: none"> I can use evidence to ask questions and find answers to questions about the past I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can describe different accounts of a historical event, explaining 	<ul style="list-style-type: none"> I can use sources of evidence to deduce information about the past I can select suitable sources of evidence, giving reasons for choices I can use sources of information to form testable hypotheses about the past I can seek out and analyse a wide range of evidence 	<ul style="list-style-type: none"> I can identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time I can state how people’s lives have shaped this nation I can explain how Britain has influenced 	

	<ul style="list-style-type: none"> I can identify some of the different ways the past has been represented 	<p>some of the reasons why the accounts may differ</p>	<p>in order to justify claims about the past</p> <ul style="list-style-type: none"> I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied I can understand that no single source of evidence gives the full answer to questions about the past I can refine lines of enquiry as appropriate 	<p>and been influenced by the wider world</p> <ul style="list-style-type: none"> I can demonstrate historical perspective by placing my 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
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<p align="center">Pre Milestone 1 Beverley Steps P4 - 5 (Working Towards Entry Level)</p>	<p align="center">Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)</p>	<p align="center">Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level- Entry Level 1)</p>	
<ul style="list-style-type: none"> • I can show an awareness of past activities • I can recognise everyday items from the past 	<ul style="list-style-type: none"> • I can recognise photographs of people from the more distant past • I can recognise pictures of events from the more distant past • I can relate an event to an experience or story 	<ul style="list-style-type: none"> • I can answer simple questions about a historical story • I can retell some details of a historical story • I can answer questions about a historical question • I can name an historic event • I can name a famous historic person • I can name a famous historic place 	
<p align="center">Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)</p>	<p align="center">Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)</p>	<p align="center">Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)</p>	<p align="center">Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)</p>
<ul style="list-style-type: none"> • I can describe historical events • I can describe significant people from the past • I can recognise that there are reasons why people in the past acted as they did 	<ul style="list-style-type: none"> • I can describe changes that have happened in the locality of the school throughout history • I can give a broad overview of life in Britain from ancient until medieval times • I can compare some of the times studied with those of other areas of interest around the world • I can describe the social, ethnic, cultural or religious diversity of past society • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and 	<ul style="list-style-type: none"> • I can identify continuity and change in the history of the locality of the school • I can give a broad overview of life in Britain from medieval until the Tudor and Stuarts times • I can compare some of the times studied with those of the other areas of interest around the world • I can describe the social, ethnic, cultural or religious diversity of past society 	<ul style="list-style-type: none"> • I can explain how different types of historical sources are used rigorously to make historical claims • I can discern how and why contrasting arguments and interpretations of the past have been constructed • I know and understand significant aspects of the history of the wider world

		experiences of men, women and children	<ul style="list-style-type: none">• I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	
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<p align="center">Pre Milestone 1 Beverley Steps P4 - 5 (Working Towards Entry Level)</p>	<p align="center">Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)</p>	<p align="center">Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level- Entry Level 1)</p>	
<ul style="list-style-type: none"> • I can recognise myself in the recent past • I can recognise others in the recent past • I can understand that I have taken part in past events 	<ul style="list-style-type: none"> • I can begin to recognise some distinction between past and present in others’ lives • I can sequence events over a short term • I can follow a sequence of a simple picture story • I can sequence a report of an event 	<ul style="list-style-type: none"> • I can recount episodes from historical events • I can indicate if a personal event or object belongs to the past or present • I can create a story from pictures 	
<p align="center">Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)</p>	<p align="center">Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)</p>	<p align="center">Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)</p>	<p align="center">Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)</p>
<ul style="list-style-type: none"> • I can place events and artefacts in order on a time line • I can label time lines with words or phrases such as: past, present, older and newer • I can recount changes that have occurred in their own lives • I can use dates where appropriate 	<ul style="list-style-type: none"> • I can place events, artefacts and historical figures on a time line using dates • I can understand the concept of change over time, representing this, along with evidence, on a time line • I can use dates and terms to describe events 	<ul style="list-style-type: none"> • I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural • I can identify periods of rapid change in history and contrast them with times of relatively little change • I can understand the concepts of continuity and change over time, 	<ul style="list-style-type: none"> • I can demonstrate accurate chronology, secure knowledge and understanding of British, local and world history • I can describe the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • I can define abstract terms such as: - empire

			<p>representing them, along with evidence, on a time line</p> <ul style="list-style-type: none">• I can use dates and terms accurately in describing events	<ul style="list-style-type: none">- civilisation- parliament- peasantry• I can use historical concepts such as continuity and change, cause and consequence, similarity, difference and significance to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
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COMMUNICATE HISTORICALLY	Pre Milestone 1 Beverley Steps P4 - 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level- Entry Level 1)		
	<ul style="list-style-type: none"> I can name some common objects I can try to retell a story when looking at books 	<ul style="list-style-type: none"> I can talk about what I have seen yesterday I can comment on changes in their own lives I can answer simple questions I can make statements or phrases using the past tense 	<ul style="list-style-type: none"> I can use terms to describe past and present like now/ then, today/ yesterday, before/ after I can answer simple questions about a historical story I can begin to use historical vocabulary like before, after, long ago, very old, old, new 		
	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)	
	<ul style="list-style-type: none"> I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time I can show an understanding of the concept of nation and a nation’s history I can show an understanding of concepts 	<ul style="list-style-type: none"> I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> -dates -time period -era -change -chronology I can use literacy, numeracy and computing skills to a good standard in 	<ul style="list-style-type: none"> I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> -dates - time period - era - chronology - continuity - change - century - decade - legacy I can use literacy, numeracy and computing skills to an exceptional standard in 	<ul style="list-style-type: none"> I can pursue historically valid enquiries including some I have framed myself I can create relevant, structured and evidentially supported accounts in response I can understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims 	

	<p>such as civilisation, monarchy, parliament, democracy, and war and peace</p>	<p>order to communicate information about the past</p>	<p>order to communicate information about the past</p> <ul style="list-style-type: none"> • I can use original ways to present information and ideas 	<ul style="list-style-type: none"> • I can discern how and why contrasting arguments and interpretations of the past have been constructed • I know 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
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This Progression Map complements the Curriculum Map, which covers subject content over time. These are planned in Key Stages and can be found on TEAMS.

