



History Conceptual Understanding Progression Map



Throughout our curriculum you will see a strand of Big Ideas these are intertwined throughout our whole curriculum. This has meant we have been able to create a curriculum that allows for progressive learning across year groups, phases and Key Stages.

Within our History curriculum we follow the following Big Ideas

- Humankind- (human behaviour)
- Process - (Process shape the world)
- Investigation- (change in the world)
- Place -(Cultural & environment)
- Comparison -(Same/Difference)
- Significance- (People/Place/Events)
- Change* -(how things have changed)

*In change we have included chronology.

Concept/Big Idea	KS1	LKS2	UKS2
Change	-Recount changes that have occurred in their own lives. -Recount changes that have occurred beyond living memory and the changes the world faced from these events or individuals.	-Describe the main changes in a period of history (using terms such as: social, religious and technological -Regularly address and sometimes devise historically valid questions about change.	-Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). -Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. -Address and sometimes devise historically valid questions about change.

Concept/Big Idea	KS1	LKS2	UKS2
Chronological Change	-Place events and artefacts in order on a time line. -Label time lines can be with words or phrases such as: past, present, older and newer. -Understand that dates can be used to place events and artefacts in order. -Use words and phrases such as: a long time ago, recently, decades and centuries can be used to describe the passing of time.	-Place events, artefacts and historical figures on a time line using dates. -Understand the concept of change over time, representing this, along with evidence, on a time line. -Use dates and terms to describe events. -Use words and phrases such as: past, present, period, era, AD, BC	-Understand that chronology is the times at which past events happened in the order in which they happened. -Understand that the order in which things happened can help them to make connections between events in the past and future events. -Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

			-Use dates and terms in describing events. -Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
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Concept/Big Idea	KS1	LKS2	UKS2
Investigation	-Observe and handle evidence to ask questions and find answers to questions about the past -Use artefacts, picture, stories, online sources and to find out about the past -Identify some of the different ways the past has been represented	-Use evidence to ask questions and find answers to questions about the past. -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. - Describe different accounts of an historical event are required and explain why some of the accounts may differ.	-Use sources of evidence to deduce information about the past. -Seek out and analyse a wide range of evidence in order to justify claims about the past. -Show an awareness of how historians must understand the social context of evidence studied. -Understand that no single source of evidence gives the full answer to questions about the past
Concept/Big Idea	KS1	LKS2	UKS2
Comparison	-Describe historical events. -Discuss and describe the comparison between life in the 1950s to now -Compare lifestyle in the past to the present -Compare significant individuals	-Compare some of the times studied with those of other areas of interest around the world. -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	-Give a broad overview of life in Britain -Note connections, contrasts and trends over time -Regularly address and sometimes devise historically valid questions about similarity and difference

Concept/Big Idea	KS1	LKS2	UKS2
Humankind and Place	-Show an understanding of concepts such as civilisation, hierarchy and monarchy -Show an awareness of locality and the changes faced in my own local area to include school.	-Describe the social, ethnic, cultural or religious diversity of past society. -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences people and their lifestyles.	-Describe the social, ethnic, cultural or religious diversity of past society. -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Concept/Big Idea	KS1	LKS2	UKS2
Significance	-Describe significant people and events from the past. -Use historical models to show significance	-Give a broad overview of life in Britain and the significant changes -Learn about significant individuals that impacted on life today -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	-Describe the influence that significant individuals have had upon life today -Describe the influence that significant individuals have had upon civilisations and the hierarchy -Describe the significance changes that have been made from past lives to present day (including laws and acts)

Concept/Big Idea	KS1	LKS2	UKS2
Process	- A brief overview of how significant individuals or events have managed to make changes (e.g protests, speeches etc)	-At times can address and sometimes devise historically valid questions about cause and consequence. -Give an overview on how causes of significant events lead to the decline	-Describe how aspects of history influence how we act and live today. -Regularly address and sometimes devise historically valid questions about cause and consequence. -Give an overview on how causes of significant events and civilisations led to consequences and decline (inc WWI and WW2) -Give a chronological overview of how events/civilisations faced decline and left a legacy to compare to life today.