



History Progression Map



EYFS Curriculum Links

Three and • Begin to make sense of their own life-story and

Four-Year-Olds

family's history.

History

Understanding the World

Reception

Understanding the World

- Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past

ELG

Understanding the World

Past and Present

- Talk about the lives of people around them and their roles in society.



History Progression Map



- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence events in their life. Sequence photos from different periods in their life.</p> <p>Describe memories of key events in their lives.</p>	<p>Sequence events in their life. Sequence photos from different periods in their life. Describe memories of key events in their lives.</p> <p>Match objects to people of different ages. Sequence artefacts closer together in time.</p>	<p>Place the time studies on a time line. Sequence several events or artefacts.</p> <p>Use dates and terms related to the topic and the passing of time</p>	<p>Place events from the period studied on a time line. Use terms relating to the period and begin to use date events.</p> <p>Understand more complex terms e.g.BC AD.</p>	<p>Use relevant terms and period labels. Place current study on a time line in relation to other studies.</p> <p>Sequence up to ten events on a time line.</p>	<p>Know and sequence key events of time studied. Relate current studies to previous study.</p> <p>Make comparisons between different times in the past. Use relevant date and terms. Sequence events on a time line.</p>
Range and depth of historical knowledge	<p>Drama- why people did things in the past. Find out about people and events in other times.</p> <p>Drama- develop empathy and understanding.</p>	<p>Sequence artefacts and explain similarities/differences. Drama- why people did things in the past.</p> <p>Find out about people and events in other times. Drama- develop empathy and understanding.</p>	<p>Find out about everyday lives of people in times studied and compare to our lives today. Identify reasons for and results of people's actions.</p> <p>Understand why someone may have wanted to do something. Identify key features and events</p>	<p>Use evidence to reconstruct life in time studied. Identify key features and events.</p> <p>Look for links and effects in time studied. Offer reasonable explanation for some events.</p>	<p>Compare life in early and late times studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>	<p>Study different aspects of lives of different people- differences between men and women.</p> <p>Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings.</p>
Interpretations of history	<p>Use stories to encourage children to distinguish between fact and fiction. Compare pictures or photographs of people and events from the past.</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare two versions of the past.</p> <p>Compare adults talking about the past- how reliable are memories.</p>	<p>Identify and give reasons for different ways in which the past is represented. Distinguish between different sources- compare different versions of the same story. Look at representations of the period-museum, cartoons etc.</p>	<p>Identify and give reasons for different ways in which the past is represented. Look at evidence available. Begin to evaluate the usefulness of different sources.</p>	<p>Offer some reasons for different versions of events. Link sources and work out how conclusions are arrived at.</p> <p>Be aware that different evidence will lead to different conclusions.</p>	<p>Compare accounts of events from different sources. Consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</p> <p>Confidently research topics, independently.</p>



History Progression Map



Historical enquiry	<p>Distinguish between old and new. Develop vocabulary related to type of 'source' and evidence. Use questioning- why, what, who, how, where .Time line of events</p>	<p>Sort artefacts 'then and 'now'. Sequence collections from different periods- similarities and differences.</p> <p>Use a source- handle, question, observe, sketch. Use questioning- why, what, who, how, where. Time line of events</p>	<p>Use a range of sources to find out about a period. Observe small details- artefacts, pictures.</p> <p>Select and record information relevant to the study. Begin to use the library, Internet for research.</p> <p>Ask a variety of questions to further their own understanding.</p>	<p>Use the library, Internet for research. Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in past times. Ask a variety of questions when offered an explanation.</p>	<p>Begin to use primary and secondary sources. Select relevant information. Use a range of sources to find out about aspects of past times.</p> <p>Bring together knowledge gathered from several sources in a fluent manner.</p>	<p>Use evidence to build up a picture of life in time studied. Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about aspects of past times.- Suggest omissions and the means of finding out.</p>
Organisation and communication	<p>Discussion Pictures drawn by the children. Drama/Role play Models Writing</p> <p>Time lines</p>	<p>Annotated photographs Drama/Role play Models Writing.</p> <p>Time lines.</p> <p>Class interactive/working display.</p>	<p>Communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, annotations, drama, models.</p> <p>Know the period in which the study is set. Display findings in a variety of ways.</p>	<p>Communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, annotations, drama, models.</p> <p>Select data and organise it to answer historical questions. Work independently and in groups.</p>	<p>Fit events into a display sorted by topic time. Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms. Use a variety of ways to communicate knowledge and understanding including extended writing.</p>	<p>Work independently and in groups showing initiative. Plan and carry out individual investigations.</p>
ICT	<p>Use of television, Internet, Ipads to explore historical issues.</p> <p>Use of interactive whiteboard to model finding out and locating information.</p> <p>Begin to present their work.</p>	<p>Use of television, Internet, Ipads to explore historical issues. Use of interactive whiteboard to model finding out and locating information.</p> <p>Begin to present their work and appreciate the value of ICT to enhance and refine it's quality.</p>	<p>Across key stage 2: Find out things from a variety of sources, selecting and synthesising the information to meet their needs and develop an ability to question accuracy, bias and plausibility. Develop their ideas using ICT tools to emend and refine their work and enhance its quality and accuracy. Exchange and share information, both directly and through electronic media. Review, modify and evaluate their work, reflecting critically on its quality as it progresses.</p>			