



History

Progression Map

	EYFS	KS1	KS2
<p>National Curriculum Objectives</p>	<p>ELG: Understanding the World Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • 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. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • Events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • Significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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; • a local history study; • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization

			c. AD 900; Benin (West Africa) c. AD 900-1300.
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CHRONOLOGICAL UNDERSTANDING						
<p>Begins to sequence some events or at least 2 related objects in order.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>Sequence some events from their own personal or local history.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods.</p> <p>Match objects to people of different ages.</p>	<p>Sequence at least 3 events from their own personal or local history.</p> <p>Sequence artefacts closer together in time – check with reference book.</p> <p>Sequence artefacts from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Use timelines to place events in order.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Names and places dates of significant events from past on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD and BCE/CE</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p>	<p>Can sequence accurately all time periods studied, using relevant dates and time markers.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a timeline.</p>
HISTORICAL ENQUIRY						
<p>Use pictures and photographs to create a timeline and to find out information.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Find answers to simple questions about the past from sources of information e.g. from tangible artefacts including a range of toys.</p>	<p>Observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Begin to ask questions about artefacts and sources from the past to deepen their knowledge (who, what, why, when, where).</p> <p>Begin to use books and specific websites to find answers to questions.</p>	<p>Compare a range of first and second hand sources and begin to discuss validity / reliability.</p> <p>Compare information that they find on the internet to reliable information texts. NB: Children enabled to safely search for information to compare.</p> <p>Use ICT and quality information texts, from</p>	<p>Use the library and internet for independent research. Select and record relevant information.</p> <p>Independently ask questions about artefacts, photographs and sources of information.</p> <p>Discuss validity and reliability of primary and secondary sources.</p>	<p>Use the library and internet for research with increasing confidence, finding quicker and more efficient ways of retrieving specific and relevant information.</p> <p>Identify primary and secondary sources independently and question their reliability and validity.</p>	<p>Use a range of sources to find out about an aspect of time past</p> <p>Evaluate methods of retrieving information and choose the most relevant and efficient for them.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several</p>

		NB: websites to be chosen by staff.	a selection curated by staff, to research.	Use a range of evidence to build up a picture of the past e.g. ICT, information texts, photographs, artefacts. Choose relevant material to present a picture of one aspect of life in time past	Choose relevant material to present a picture of one aspect of life in time past and justify their choices.	(primary and secondary) sources together in a fluent account, answering questions from others confidently and using evidence to support their answers.
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CAUSE AND CONSEQUENCE

Begin to understand consequences as a result of something that happens to them.	Discuss consequences in terms of immediate results of an event in the present.	Begin to recognise causes of actions and events in history and what happened as a result.	Sees that historical events have causes and consequences that result in change over time. Can list some causes and consequences of key historical events.	Sees that historical events have causes and consequences that result in change over time. Can list a greater range of causes and consequences of key historical events.	Identifies some of the consequences of events in terms of immediate and longer-term effects.	Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.
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ORGANISATION AND COMMUNICATION

Children express themselves accurately in the correct tense (see C&L).	Sort events and objects into groups (i.e. then and now) Use timelines to order events or objects. Tell stories about the past – through books, drama and role play Talk, use IT, write and draw about things from the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Tell stories about the past – through books, drama and role play Talk, use IT, write and draw about things from the past.	Begin to communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling, model making and using ICT. Recall, select and organise historical information	Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period Recall, select and organise historical information Select and organise information to produce structured work, making appropriate use of dates and terms.
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RANGE AND DEPTH OF HISTORICAL KNOWLEDGE

	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Find out about everyday lives of people in times studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in times studied Identify key features and events of times studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>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 shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>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>
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INTERPRETATION OF HISTORY

<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p>
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			period – museum, cartoons, tomb paintings, newspapers etc	Use a wide variety of sources; written, pictorial , virtual		Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
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