

HISTORY PROGRESSION MAP

	EYFS	KS1	LKS2	UKS2
Chronology	<p>Order images into a plausible chronological order</p>	<p>Sequence some events or 2-3 related objects/pics in order. (Year 1)</p> <p>Then sequence 3-5 photographs, people, events or artefacts (objects) in order using a given scale. (Year 2)</p> <p>Confidently uses words such as: old, new, young, days, months, and year. (Year 1)</p> <p>Confidently uses words such as: recently, before, after, now, later. (Year 2)</p> <p>Remembers parts of stories and memories about the past – can confidently discuss them</p> <p>Recounts changes in own life over time.</p> <p>Uses past and present when telling others about an event. (Year 1)</p> <p>Confidently describes memories of key events in their lives. (Year 2)</p> <p>Uses simple time lines.</p>	<p>Uses timelines to place events in order. (Year 3)</p> <p>Begins to have an understanding of dividing a timeline into BC and AD. Or BCE and CE (Year 4)</p> <p>Uses words such as: century, decade. (Year 3)</p> <p>Uses words such as: century, decade, BC, AD, BCE, CE after, before, during. (year 4)</p> <p>Confidently sequences events and artefacts</p> <p>Uses terminology related to time period studied</p> <p>Divides recent history into present, using 21st century, and the past, using 19th and 20th centuries</p> <p>Shows simple changes within an era on a timeline. (Year 3)</p> <p>Places events from period studied on a timeline. (Year 4)</p>	<p>Uses timelines to place events, periods and cultural movements from around the world (Year 5)</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society (Year6)</p> <p>Uses these key periods as reference points: BC, AD, BCE, CE Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today (Modern Era)</p> <p>Describes main changes during a period in history using words such as: social, religious, political, technological and cultural</p> <p>Names date of any significant event studied from past and place it correctly on a timeline</p> <p>Sequences up to ten events on a timeline</p>

			Names and places dates of significant events from past on a timeline	Shows identified changes on a timeline, within and between time periods
<p>Knowledge and understanding of past events, people and changes in the past</p>	<p>Talk about events in school and/or home that interest me.</p>	<p>Can tell the difference between past and present in own and other people's lives (Year 1)</p> <p>Is beginning to describe similarities and differences between artefacts and pictures (Year 2)</p> <p>Uses a range of sources (pictures, artefacts, simple texts) to find out features of the past</p> <p>Uses information, pictures and artefacts to describe similarities and differences between 'then and now'</p> <p>Recounts some important events and lives of some important people in history (e.g. Great Fire of London, Titanic, Florence Nightingale)</p> <p>Uses evidence to explain reasons why people in past acted as they did</p>	<p>Uses evidence to describe and compare the past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance</i> <i>Differences between lives of rich and poor</i></p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past</p> <p>Beginning to look for links within and across time periods studied</p> <p>Beginning to independently give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period</p>	<p>Chooses reliable sources of factual evidence to describe: <i>houses and settlements;</i> <i>culture and leisure activities;</i> <i>clothes, way of life and actions of people;</i> <i>buildings and their uses;</i> <i>people's beliefs, religion and attitudes;</i> <i>things of importance to people;</i> <i>differences between lives of rich and poor.</i></p> <p>Identifies how any of above may have changed during and between time periods</p> <p>Compares beliefs and behaviours of two or more periods/people/events studied</p> <p>Gives own reasons why changes may have occurred, backed up with evidence, and describes the impact of these changes; writes an explanation of cause and effect, relating to changes, using evidence to support</p> <p>Describes how some changes affect life today</p>

			<p>Describes how some of the past events/people affect life today</p>	<p>Confidently makes links between some features of past societies e.g. comparison of Mayans and Ancient Greeks</p> <p>Compares the impact of ancient civilisations upon modern society</p>
<p>Interpretations of History</p>	<p>Identify similarities and differences between my toys and old toys.</p> <p>Identify artefacts (objects) associated with the events that I enjoy celebrating.</p>	<p>Begins to identify different ways to represent the past (e.g. photos/pics, stories)</p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to draw simple conclusions</p> <p>Compares pics/photos of people and events in the past</p> <p>Understands and explains (in simple terms) why some people in the past did things</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts</p> <p>Identifies differences in representations of time periods and gives reasons for this</p> <p>Begins to evaluate the usefulness of different sources</p> <p>Begins to use evidence (text books, websites, videos, cartoons, eye witness accounts) to support their interpretations</p>	<p>Confidently uses a range of information sources for research</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history (e.g. Anti-Semitic propaganda in Germany during WW2)</p> <p>Considers ways of checking the accuracy of interpretations – fact or fiction/opinion</p> <p>Begins to show awareness of the effect different evidence has on the formation of conclusions</p>

				<p>Mostly accurate when summarising the key points of information sources</p> <p>Suggests accurate and plausible reasons for why aspects of the past have been represented and interpreted in different ways</p>
<p>Historical Enquiry</p>	<p>Can sort artefacts into groups.</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Asks simple questions about information sources (e.g. pictures, videos, visits)</p> <p>Sorts artefacts/pics into 'now' and 'then' groups</p> <p>Uses different sources of information, such as videos, pictures and basic written info, with adult support</p> <p>Looks carefully at pictures or objects to find information about the past</p> <p>Asks and answers more complex questions such as: 'what was it like for a?', 'what happened when...?', 'how long ago did happen?'</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Beginning to select and record relevant information</p> <p>Asks questions such as 'how did people? What did people do for?', 'Why did people...'</p> <p>Suggests sources of evidence to use to help answer questions</p> <p>Beginning to understand the difference between primary and secondary sources of evidence</p> <p>Chooses relevant material to present a picture of an aspect of life in a different time period</p>	<p>Understands the difference between primary and secondary sources of evidence; begins to identify them independently</p> <p>Confidently uses a range of sources and techniques to answer questions and form conclusions; selects relevant sections of information</p> <p>Asks a range of probing questions about the past (e.g. 'how did religion affect crime and punishment in...?', 'how would things be different if...?')</p> <p>Chooses reliable sources of evidence to answer questions</p> <p>Realises that there is often not a single answer to</p>

		<p>Beginning to find answers to questions independently</p>	<p>Asks a variety of questions to deepen their understanding</p> <p>Suggests sources of evidence to help answer questions and discusses their effectiveness</p>	<p>historical questions and begins to give reasons why. Confidently recognises and uses primary and secondary sources of information</p> <p>Evaluates the usefulness and accurateness of different sources of evidence</p> <p>Forms own opinions about historical events from a range of sources and discusses them with others</p> <p>Confidently challenges the opinions of others and offers evidence to support their own ideas</p> <p>Identifies the different possible answers to historical questions and explains the reason(s) for these differences</p> <p>Plans and carries out individual investigations into own questions/hypotheses</p>
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<p>Organisation and Communication</p>		<p>Creates and uses Time lines (3D with objects and or sequential pictures)</p> <p>Creates drawing to illustrate history</p> <p>Engages in drama/role play Writes (reports, labelling, simple recount)</p> <p>Uses ICT to search for information and create work.</p> <p>Contributes to class display/ museum e.g. make simple labels for artefacts</p> <p>Annotates photographs</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations.</p> <p>Select data and organise it into a fact file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Works independently and in groups</p>	<p>Fit events into a display sorted by theme or time</p> <p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in different forms.</p> <p>Work independently and in groups showing initiative</p> <p>Select aspect of study to make a display</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual investigations</p>
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