



History Progression Map

Progression of knowledge and skills		
Early Years	<u>Nursery</u> <u>Communication and Language</u> <ul style="list-style-type: none"> To listen to familiar and new stories. To answer questions about stories. To talk about interests and experiences. To share feelings, ideas and experiences in circle time. To listen to visitors and ask simple questions. To re-tell a story or a special event. To speak confidently in small groups and class. <u>Mathematical Development</u> <ul style="list-style-type: none"> To sort according to one or two criteria. <u>Understanding the World</u> <ul style="list-style-type: none"> To compare the growth of a baby with us now that we are in Nursery. To develop an awareness of the past. To develop an understanding of growth, decay and changes over time. 	<u>Reception</u> <u>Communication and Language</u> <ul style="list-style-type: none"> To talk about ourselves and our families, using special books to support talk. To understand how to be a 'good listener' and a 'good talker'. To listen to others and respond appropriately. To use imaginative language in role play. To use special books to talk confidently about significant events and experiences. To ask questions and listen to the response. To understand: Who? What? Where? Why? How? <u>Mathematical Development</u> <ul style="list-style-type: none"> To identify numbers of personal significance. To count sets 1-5 then 1-10 then 11-20 accurately. To order / find missing numerals 1-10, then 11-20, on a number line. Oral counting on / back from any number. <u>Understanding the World</u> <ul style="list-style-type: none"> To talk about the present: special times and special people in our lives. To talk about our own past: how we have grown and changed since we were born. To celebrate occasions from our own culture: Guy Fawkes Night; Remembrance Day, school dedication day, St George's Day.

				<ul style="list-style-type: none"> To explore the passage of time in own life: 7 days in a week, 4 weeks in a month, 12 months in a year. To talk about own growth and change since we were babies. To sequence our own development on a personal timeline. To explore the distant past: fossil workshop and visit from a dinosaur. To explore the passage of time in the natural world: months of the year; the four seasons. To compare the passage of time in the lives of others: to look at baby photos of our friends and talk about when they were born – which month, season? Who is the oldest and youngest? To reflect on all of our achievements and experiences of this past year and share memories with friends and family. 		
Skills	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological Understanding	<p>To order a set of events, pictures or objects.</p> <p>To understand the difference between things that happened in the past (then) and the present (now).</p> <p>To begin to use appropriate terminology such as: <i>now, then, yesterday, last week, when I was younger, a long time</i></p>	<p>To place pictures and events on a simple timeline, adding times previously studied.</p> <p>To recognise that dates are used to identify when things have happened in the past.</p> <p>To recount changes in their own life over time.</p> <p>To understand and</p>	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>To place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>To use dates and terms related to the period and the</p>	<p>To order significant events and dates in chronological order on a timeline.</p> <p>To understand and use more complex historical terms relating to time e.g. BC/AD/BCE / century / decade.</p> <p>To describe and compare different periods of time.</p>	<p>To order significant events, movements and dates on a scaled timeline.</p> <p>To compare where the time period fits in to topics previously studied to provide a greater historical perspective.</p> <p>Describe the main changes in a period of history.</p>	<p>To place significant events, movements and dates on a timeline, deciding on a suitable scale.</p> <p>To make appropriate use of dates and specialist terms.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and World History,</p>

	<i>ago, a very long time ago, before I was born, past and present.</i>	use the words <i>past</i> and <i>present</i> when telling others about an event.	<p>passing of time.</p> <p>To begin to develop a chronologically secure knowledge and understanding of British, local and Word History.</p>	To develop a chronologically secure knowledge and understanding of British, local and Word History.	To describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.	<p>establishing clear narratives within and across the periods studied.</p> <p>To understand how some historical periods and events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
Range and Depth of Historical Knowledge	<p>To compare historical periods using the terms 'then' and 'now' and identify changes within these different time periods.</p> <p>To know and recount episodes from stories about the past.</p> <p>To begin to describe similarities and differences in artefacts.</p>	<p>To identify similarities and differences between their lives and the events studied.</p> <p>To identify changes within a historical period</p> <p>To begin to give simple reasons why changes have occurred in the past.</p>	<p>To have knowledge and understanding of some of the main events, people and changes from the past.</p> <p>To identify some differences and similarities between historical periods.</p> <p>To identify reasons for, and the results of, people's actions.</p>	<p>To use evidence to identify the key features and events of the period studied.</p> <p>To explain some of the main reasons for, and results of, changes.</p> <p>To understand more complex abstract concepts.</p> <p>To develop an</p>	<p>To examine the causes and consequences of great events.</p> <p>To describe similarities and differences between people, events and artefacts studied.</p> <p>To be able to identify and describe key features of historical periods and their impact on today's</p>	<p>To develop a depth of factual knowledge and understanding of Britain and the wider world.</p> <p>To find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>To identify features of, and make links</p>

		To give more than one effect of an event and give simple explanations.	To describe and explain simple concepts such as cause and effect.	awareness of how people's lives have shaped our nation. To make connections between local, national and international history.	society. To make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	between, past societies and periods. To attempt to explain historical concepts such as causation of events.
Interpretations of History	To begin to identify different ways to represent the past (e.g. stories, photographs, books, videos, adults talking about the past).	To understand that there are different sources of historical evidence (e.g. artefacts, photographs, books, videos, adults talking about a specific time period in which they lived). To look at evidence and suggest reasons why people in the past may have acted in the way they did.	To explore the idea that there are different accounts of history. To begin to evaluate the usefulness of different sources of evidence. To look at different representations of the same period e.g. Museum, cartoons, photographs, objects, etc.	To look at the evidence available. Distinguish between different sources and evaluate their usefulness. To look at different versions of the same event in history and identify similarities and differences.	To compare accounts of events from different sources – fact or fiction. To suggest possible reasons for conflicting historical accounts. To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history	To evaluate evidence to choose the most reliable forms. To be aware that different evidence will lead to different conclusions. To give clear reasons why there may be different accounts of history, linking this to a factual understanding of the past.

Historical Enquiry	<p>To obtain ideas about the past from pictures and other sources.</p>	<p>To draw simple conclusions and deduce information on the past from pictures and information.</p>	<p>To be aware that there are different types of historical sources.</p>	<p>To be able to identify and use different examples of types of resources.</p>	<p>To examine and compare historical artefacts, explaining what they reveal about that time in History.</p>	<p>To analyse artefacts and sources of evidence for their accuracy, usefulness and relevance and combine them to answer enquiry-based questions.</p>
	<p>To explore events, look at pictures and ask questions – e.g., “Which things are old and which are new?” or “What were people doing?”</p>	<p>To begin to ask informed, relevant questions.</p>	<p>To examine historical artefacts and suggest what they tell us about the time period.</p>	<p>To examine historical artefacts and describe what they tell us about that time in History.</p>	<p>To use evidence to find answers to enquiry-based questions with structured support.</p>	<p>To recognise primary and secondary sources and identify those that are useful to the task.</p>
	<p>To look at artefacts from the past and ask questions – e.g., “What were they used for?” and try to answer.</p>	<p>To begin to understand that information on the past may differ.</p>	<p>To begin to make deductions from sources that go beyond simple observation.</p>	<p>To make deductions from sources that go beyond simple observations.</p>	<p>To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>	<p>To question historical evidence and not simply take it at face value.</p>
			<p>To ask relevant questions.</p>	<p>To ask relevant questions and begin to find answers to historical questions.</p>		<p>To answer and devise own historically valid questions about change, cause, similarity and difference and significance.</p>
			<p>To identify some different ways in which the past is represented.</p>	<p>To understand that aspects of the past have been represented and interpreted in</p>	<p>To identify different views and begin to suggest reasons why they have occurred.</p>	

				different ways.		
Organise, Evaluate and Communicate Information	To write simple sentences and describe an event or period of time.	To describe an event using temporal markers to show structure.	To begin to use simple historical language to communicate ideas.	To use historical language to communicate ideas.	To communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	To select and organise information to produce structured work in a variety of genres and formats, making appropriate use of dates and terms.
	To know and recount stories about the past.	To connect ideas and give simple phrases as to why an event occurred.	To communicate ideas in a growing range of different genres – e.g. fact-files, diaries, postcards, reports and letters.	To communicate ideas about the past using different genres of writing, drawing, diagrams, role-play, storytelling and using ICT.	To make use of dates to structure their work.	To use historical concepts to create their own structured accounts, including written / descriptive narratives and analyses, which deploy subject knowledge.
	To talk, draw and write about things from the past.	To begin to write in a different genre – e.g. diaries, postcards, and letters.			To use some historical terminology appropriate to the topic.	
					To begin to form arguments.	To employ historical terminology, which is mostly accurate.