



# Whole-School History Progression Map

	EYFS	KS1		KS2			
	Playgroup Nursery Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge / understanding (including features of periods).	<p>Use everyday language related to time. Order and sequence familiar events. Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 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>	<ul style="list-style-type: none"> <li>- Develop an awareness of the past.</li> <li>- Use common words and phrases relating to the passing of time.</li> <li>- Identify similarities / differences between periods.</li> </ul>		<ul style="list-style-type: none"> <li>- Continue to develop chronologically secure knowledge of history.</li> <li>- Establish clear narratives within and across periods studied.</li> <li>- Note connections, contrasts and trends over time.</li> <li>- Use relevant dates and terms.</li> </ul>			
		<ul style="list-style-type: none"> <li>- Sequence events in their life.</li> <li>- Sequence 3/4 artefacts from distinctly different periods of time.</li> <li>- Match objects to people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence artefacts closer together in time - check with reference book.</li> <li>- Sequence photographs etc. from different periods of their life</li> <li>- Describe memories of key events in life.</li> </ul>	<ul style="list-style-type: none"> <li>- Place time studied on a time line</li> <li>- Sequence several events or artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>- Place events from period studied on time line.</li> <li>- Understand more complex terms e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>- Know and sequence key events of time studied</li> <li>- Use relevant terms and period labels</li> <li>- Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Place current study on time line in relation to other studies</li> <li>- Sequence up to 10 events on a time line</li> </ul>
Historical terms (e.g., empire, peasant).	<ul style="list-style-type: none"> <li>- Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>- Develop the appropriate use of historical terms.</li> </ul>		<ul style="list-style-type: none"> <li>- Use historical terms and concepts in increasingly sophisticated ways</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Range and depth of historical knowledge</p>	<p><b>Order and sequence familiar events.</b>  <b>Describe main story settings, events and main characters.</b>  <b>Know about similarities and differences between themselves and others, and among families, communities and traditions.</b>  <b>Recognise and describe special times or events for family or friends.</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from</p>	<ul style="list-style-type: none"> <li>-Recognise the difference between past and present in own and others' lives</li> <li>-Know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise why people did things, why events happened and what happened as a result.</li> <li>-Identify differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn about everyday lives of people in time studied.</li> <li>-Compare with our life today.</li> <li>-Identify reasons for and the results of people's action.</li> <li>-Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>-Use evidence to reconstruct life in time studied.</li> <li>-Identify key features and events of time studied.</li> <li>-Look for links and effects in time studied.</li> <li>-Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>-Study different aspects of people and the differences between men and women.</li> <li>-Examine causes and results of great events and the impact on people.</li> <li>-Compare life in early and late 'times' studied.</li> <li>-Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>-Find out about beliefs, behaviour and characteristics of people.</li> <li>-Recognise that people share different views and feelings.</li> <li>-Compare beliefs and behaviour with another time.</li> <li>-Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>-Know key dates, characters and events of time studied.</li> </ul>
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Interpretationsof history		- Identify different ways in which the past is represented		- Understand that different versions of the past may exist, giving some reasons for this.			
		<ul style="list-style-type: none"> <li>-Use stories to encourage children to distinguish between fact and fiction.</li> <li>-Compare adults talking about the past and consider the reliability of their memories?</li> </ul>	<ul style="list-style-type: none"> <li>-Compare 2 versions of a past event.</li> <li>-Compare pictures or photographs of people or events in the past.</li> <li>-Discuss reliability of photos/account s/stories.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and give reasons for different ways in which the past is represented</li> <li>-Distinguish between different sources and compare.</li> <li>-Look at representations of the period – museum, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the evidence available</li> <li>-Begin to evaluate the usefulness of different sources.</li> <li>-Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare accounts of events from different sources – fact or fiction.</li> <li>-Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>-Link sources and work out how conclusions were arrived at.</li> <li>-Consider ways of checking the accuracy of interpretations.</li> <li>-Be aware that different evidence will lead to different conclusions.</li> <li>-Confidently use the library and internet for research.</li> </ul>

<b>Historicalenquiry</b>	<p>Be curious about people and show interest in stories. Question why things happen and give explanations. Look closely at similarities, differences, patterns and change. Develop understanding of growth, decay and changes over time. Look closely at similarities, differences, patterns and change.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<ul style="list-style-type: none"> <li>- Ask and answer questions.</li> <li>- Understand some ways we find out about the past.</li> <li>- Choose and use parts of stories and other sources to show understanding.</li> <li>- Identify similarities / differences between ways of life at different times.</li> <li>- Recognise why people did things, why events happened and what happened as a result</li> <li>- Make simple observations about different types of people, events, beliefs within a society,</li> </ul>	<ul style="list-style-type: none"> <li>- Regularly address and sometimes devise historically valid questions.</li> <li>- Understand how knowledge of the past is constructed from a range of sources.</li> <li>- Construct informed responses.</li> <li>- Select and organize relevant historical information.</li> <li>- Describe / make links between main events, situations and changes within and across different periods / societies.</li> <li>- Identify and give reasons for, results, of historical events, situations, changes.</li> </ul>				
	<ul style="list-style-type: none"> <li>- Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of sources to find out about a period</li> <li>- Observe small details – artefacts, pictures</li> <li>- Select and record information relevant to the study</li> <li>- Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to build up a picture of a past event</li> <li>- Choose relevant material to present a picture of one aspect of life in time past</li> <li>- Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to identify primary and secondary sources</li> <li>- Use evidence to build up a picture of a past event</li> <li>- Select relevant sections of information.</li> <li>- Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise primary and secondary sources.</li> <li>- Use a range of sources to find out about an aspect of time past.</li> <li>- Suggest omissions and the means of finding out</li> <li>- Bring knowledge gathered from several sources together in a fluent account.</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organisation and communication</p>	<p>Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers. Record, using marks they can interpret and explain.</p>	<p>Communicate <b>knowledge</b> through:</p> <ul style="list-style-type: none"> <li>- Discussion....</li> <li>- Drawing pictures</li> <li>- Drama/role play</li> <li>- Making models</li> <li>- Writing</li> <li>- Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>- Recall, select and organise historical information</li> <li>- Communicate their <b>knowledge and understanding</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>
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