

## History - Progression Map



	2 Year Olds/ Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>		<p><b>ELG</b> 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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts closer together in time - check with reference book.</p> <p>Sequence photographs etc. from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time studied on a timeline.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Place events from period studied on timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p>	<p>Place events from period studied on timeline.</p> <p>Use relevant terms and period labels.</p> <p>Sequence 10 events on a timeline.</p>
<b>Knowledge and understanding of historical events</b>	Begin to make sense of their own life story and family's history.	Comment on the images of familiar situations in the past.	Tell the difference between past and present in own and other people's lives.	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p>	<p>Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i></p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events,</p>	<p>Chooses sources of evidence to describe and settle questions about culture, leisure and life and people; and their people's</p>

				<p>Recounts main events from a significant in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p><i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</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>Describes similarities and differences between people, events and objects.</p> <p>Shows changes on a timeline.</p>	<p>men, women and children from the past.</p> <p>Gives 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>Describes how some of the past events/people affect life today.</p>	<p>situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>
<b>Historical enquiry</b>		Compare and contrast characters	Finds answers to simple questions	Looks carefully at pictures or objects to find	Uses printed sources, the internet,	Understands the difference between	Uses documents, printed sources, the internet,	Identifies and uses different sources of

		from stories, including figures from the past.	about the past from sources of information (e.g. pictures, stories)	<p>information about the past.</p> <p>Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'. Estimates the ages of people by studying and describing their features.</p>	<p>pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'how did people ....? What did people do for ....?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'what was it like for a ..... during .....?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
<b>Organisation and communication</b>		<p>Talk about members of their immediate family.</p> <p><b>ELG</b> Talk about the lives of the people around them and</p>	Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).	<p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and terms with</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Uses dates and terms</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents</p>

		their roles in society.		Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	increasing accuracy.  Discusses different ways of presenting information for different purposes.	correctly.  Discusses most appropriate way to present information, realising that it is for an audience.  Uses subject specific words such as monarch, settlement, invader.	terms accurately.  Chooses most appropriate way to present information to an audience.	information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).  Makes accurate use of specific dates and terms.
<b>Vocabulary</b>	Time Past Present Now Before Long ago Grandma Grandpa Mum Dad Yesterday Today Differences	Locate Time Ice age Stone age Bronze age Iron age Island Metal Cave Temperature Hunters Victorian Crimean War Sequence	Empire Past Present Years Decades Centuries Chronology Timeline Order Sequence Artefacts Evacuee Blitz Activists	Monarchy Nation Parliament Democracy Date Time period Era Primary sources Secondary sources Empire Conquer Invasion Settlements	Social Society Culture Invade Settle Environment Resource Impact Architects Economic Prehistoric Era Inventions Era	Ancient Modern Source Sustainability Symbol Interpret Culture Culmination Philosophical Invasion Customs Culture Trade Era Mummification	Period Source Qualitative Generation Currency Research International Evacuation Rationing Blitz Spanish Armada Reformation Suffragettes Equality	