

History Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Know and recount episodes from their own and others' past, saying why it happened.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Describe main story settings, events and principal characters.</p>	<p>Place known events and objects in chronological order.</p> <p>Place events in order and comment on the order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Use common words and phrases relating to the passing of time.</p>	<p>Place events in order and comment on the order.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Place events in order and comment on the order with growing accuracy.</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Place some historical periods in a chronological framework.</p> <p>Place events in order and comment on reasons for the order.</p> <p>Use dates to order and place events on a timeline.</p> <p>Use historic terms related to the period of study.</p> <p>Give reasons to describe similarities and differences between ways of life in different periods.</p>	<p>Place events in order and comment on the order and explain the reasons for this.</p> <p>Place events and historical figures on a timeline using dates and overlaying chronology.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use a wide range of historic terms related to the period of study.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>Use dates to order and place events on a timeline.</p> <p>Place events in order and comment on the order giving well explained reasoning.</p> <p>Confidently use historic terms related to a range of periods of study.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p>
Historical Enquiry	<p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Ask and answer relevant basic questions about the past.</p>	<p>Ask and answer questions, beginning to choose and use parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>Describe some simple similarities and differences between</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> <p>Show understanding of some of the ways in which we find out</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past.</p>	<p>Compare sources of information available for the study of different times in the past.</p> <p>Make comparisons between aspects of periods of history and the present day.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful</p>

		Sort artefacts from 'then' and 'now' Describe some simple similarities and differences between artefacts.	artefacts and begin to explain the reasons for change.	about the past and identify different ways in which it is represented.			selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research.
Organisation and Communication	Talk and discuss aspects of the past using some everyday historical terms. Answer how and why questions in response to stories or events. Explain own knowledge and understanding, and ask appropriate questions. Record using marks they can interpret and explain.	Talk, draw or write about aspects of the past. Use vocabulary of everyday historical terms. Record what he/she has learned by drawing and writing.	Speak about how he/she has found out about the past. Use a wide vocabulary of everyday historical terms. Record what he/she has learned by drawing and writing.	Refer to how she/he has found out about the past and inferences from sources. Use a wide range of vocabulary pertaining to historical sources and events. Present findings through a range of different recording strategies.	Explain how she/he has found out about the past and inferences from sources. Communicate his/her learning in an organised and structured way, using appropriate terminology. Present findings through a range of different recording strategies.	Provide an account of a historical event based on more than one source. Present findings and communicate knowledge and understanding in different ways.	Provide an account of a historical event based on more than one source and comment on the credibility of sources. Present findings and communicate knowledge and understanding in different ways.
	Recognise the difference between past and present in their own and others' lives. Describe an event or family member from their past that is	Identify some similarities and differences between ways of life in different periods. Understand key features of events.	Identify some similarities and differences between ways of life in different periods. Discuss the lives of significant people in the past who have contributed to national	Describe changes and impacts on Britain throughout key events in British history. Describe a study of an aspect or theme in British history that extends his/her	Describe changes and impacts on Britain throughout key events in British history. Describe a study of an aspect or theme in British history that	Give some reasons for some important historical events. Describe a non – European society that provides contrasts with British history	Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

<p>Understanding of Events, People and Places</p>	<p>important to remember.</p> <p>Be curious about people and show interest in stories.</p>	<p>Describe key people in history.</p>	<p>and international achievements and use some to compare aspects of life in different periods.</p>	<p>chronological knowledge beyond 1066.</p> <p>Understand and describe British settlements.</p> <p>Describe the achievements of the earliest civilizations.</p>	<p>extends his/her chronological knowledge beyond 1066.</p> <p>Understand and describe British settlements.</p>	<p>Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</p> <p>Describe the social, ethnic, cultural, or religious diversity of past society.</p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>Use evidence to support arguments.</p>
<p>Historical Interpretation</p>	<p>Develop their own explanations by connecting ideas and events.</p> <p>Talk about some of the things they have observed, question why things happen and give explanations.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Relate his/her own account of an event and understand that others may give a different version.</p> <p>Discuss simple impacts of people and events.</p>	<p>Describe significant historical events, people and places in his/her own locality.</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Expand on the significant historical events, people and places in his/her own locality.</p> <p>Begin to discuss viewpoint in sources and how this impacts sources.</p>	<p>Explain the significant historical events, people and places in his/her own locality.</p> <p>Understand that sources can contradict each other.</p>	<p>Explain the significance of a local study globally.</p> <p>Understand that the type of information available depends on the period studied.</p> <p>Evaluate the usefulness of a variety of sources.</p>	<p>Explain the significance of a local study globally.</p> <p>Evaluate the usefulness and credibility of a variety of sources.</p>