

History Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Historical Chronology</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Timelines • Ordering people, places and events • Names of time periods • Dates/chronological conventions 	<p>Describe sequences of events.</p> <p>Use the language first/then, after/before, yesterday/tomorrow.</p>	<p>Begin to understand changes over time (a year).</p> <p>Use a photo at the start of Reception and then a photo at the end of the year.</p> <p>History within their own family.</p> <p>Look at what life might have been like for their grandparents at school.</p>	<p>Order objects within living memory (last 100 years) on a timeline.</p> <p>Order events in their own lives (from birth to 6 years old).</p> <p>Orders types of transports (buses and planes).</p> <p>Order shopping methods (modern to great-grandparents).</p> <p>Order local events, people and places.</p>	<p>Order events beyond living memory on a timeline.</p> <p>Order the events of the Great Fire of London and Gunpowder Plot.</p> <p>Know where events fit on a timeline.</p> <p>Know where significant people fit on a timeline.</p>	<p>Place time periods and events on a timeline using appropriate dates/chronological conventions e.g. BC, BCE & AD.</p> <p>Create a timeline of prehistoric Britain (Stone age, Bronze age and Iron age).</p> <p>Create a timeline with the four ancient civilisations.</p> <p>Understand that the past is divided into differently named periods of times and use dates.</p> <p>Understand changes in Britain during the Old Stone Age, New Stone Age, Bronze Age and Iron Age.</p>	<p>Begin to show a chronological knowledge and understanding by making links with previous time periods studied.</p> <p>Create a timeline of Ancient Greece, linking this with the 4 ancient civilisations.</p> <p>Orders the events of the Roman Empire on a timeline and links this with changes of British, local & world history.</p> <p>Understand that the past is divided into differently named periods of time and use dates to explain British, local, world history.</p> <p>Understand the changes in Britain and the world during the time periods studied (Ancient Greece, the Roman Empire and Roman London).</p>	<p>Know the story of events (chronological narrative) within and across the time periods studied.</p> <p>Know and can explain what came before and after from prehistory until the Vikings and Mayan civilisation.</p> <p>Identify some changes within and across different periods.</p> <p>Know how London changed in Tudor and Victorian times.</p>	<p>Demonstrate knowledge and understanding and a coherent chronological narrative, of Britain's past and the wider world.</p> <p>Know and can explain what came before and after from prehistory until today in Britain and the wider world.</p> <p>Identify specific changes within and across different periods over 'a long arc of development'.</p> <p>Understand the main changes in history from prehistory until today in Britain and the wider world.</p>
<p>Historical Concepts</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Significance • Cause and consequence • Continuity and change 	<p>Significant events in their own experiences.</p> <p>Themselves (e.g. birthdays) and their day (e.g. morning, afternoon)</p>	<p>Changes over time.</p> <p>Look at changes in toys, games, kettles and bikes.</p> <p>Similarities and difference</p> <p>Old and new objects.</p>	<p>Identify and explain some similarities and differences between ways of life from their great-grandparents' time to today (within living memory).</p> <p>Understand how transport and shopping</p>	<p>Identify some similarities and differences between ways of life at different times beyond living memory.</p> <p>Understand what life was like during time periods/people studied.</p>	<p>Explain a range of similarities and differences between different prehistoric times in the past in Britain and in the wider world.</p> <p>Compare and contrast the different prehistoric times and discuss what changed</p>	<p>Make some connections and contrasts between different times in the past</p> <p>Compare and contrast Ancient Greece, Ancient Rome, Roman London and today.</p>	<p>Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>Examine how time periods studied</p>	<p>Describe connections, contrasts and trends over short and longer time periods.</p> <p>Identify connections from time periods previously studied (longer).</p>

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<ul style="list-style-type: none"> • <i>Similarity and difference</i> 			<p>have changed within living memory.</p> <p>Begin to reflect on the significance of what has been learnt about the past, in particular in their own locality. Understand how the local area has changed (people, places and events).</p>	<p>Name some people in the past who have contributed to national and international achievements. Know the achievements of famous women and explorers.</p> <p>Give more than one cause of an event and give a reason why people in the past acted as they did. Discuss all the reasons for the Great Fire of London.</p>	<p>and what stayed the same.</p> <p>Give the results of the main events and changes in Britain and the wider world from the Old Stone Age to the Iron Age. Identify significant achievements of prehistoric Britain and the ancient civilisations.</p>	<p>Give some reasons for the main events and changes in Britain and the wider world from Ancient Greece until today. Explain the influences of the periods of times studied on our lives today.</p>	<p>impacted and influenced London and wider Britain as a whole.</p> <p>See the relationship between different periods. Compare and contrast Tudor, Victorian, Georgian time periods, noting trends over time.</p>	<p>Identify connections in the history in London after WWII (shorter).</p> <p>See the legacy or impacts of different periods for them and their identity. Describe the legacy of time periods previously studied, the impact of World Wars and main changes in London after WWII. Identify changes in crime and punishment from Anglo-Saxons to present day.</p>
<p>Historical Interpretation</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>Thinking critically, weighs evidence, sifts arguments</i> • <i>Develops perspective and judgements</i> • <i>Misrepresentation and misconceptions</i> 	<p>Develop an awareness of the concept of yesterday, today and tomorrow. Begin to understand old and new.</p>	<p>Develop an awareness of the concept of the past. Understand old and new. Know that 'old' doesn't mean 'tatty/broken'.</p>	<p>Develop an awareness of the past within living memory (last 100 years). Learn about significant people, places and events from their great-great grandparents' time to today.</p> <p>Know some of the ways in which we find out about the past, e.g. sources. Look at photographs of old and new buses/planes and shops in different time periods.</p>	<p>Understand some of the ways in which we find out about the past. Look at different sources, (eye witness accounts, painting, etc.) to see how we find out about the past.</p> <p>Understand the importance of raising questions about the past and basing their ideas on evidence. Look at the sources/evidence from the Great Fire of London.</p>	<p>Realise that our understanding of the past changes as new evidence is found. Learn about the impact of new archaeological evidence found (prehistoric artefacts).</p> <p>Describe how the past can be misrepresented and how misconceptions develop. Look at misconceptions about the Old Stone Age.</p>	<p>Weigh evidence and develop perspective about the past. Persuasive speech: Which was the greatest Greek influence?</p> <p>Describe how the past can be represented or interpreted in a few different ways. Look at a range of historical evidence (artefacts and archaeological sites) and how they are used to make inferences about life during these time periods.</p>	<p>Sift arguments and develop judgements about the past. Examine different theories about why the Mayan civilisation collapsed.</p> <p>Is aware of different views about people and events studied and can give some reasons why different versions of the past exist. Explore how recent excavations changed our views of the Vikings.</p>	<p>Think critically, weigh evidence, sift arguments, and develop perspective and judgements about the past. For example: Who should rule - King or Parliament?</p> <p>Consider different viewpoints or thinks about bias or anachronism. For example: Propaganda used in WWII Viewpoints held in different time periods studied.</p>

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<p>Historical Enquiry</p> <p><i>For example:</i> <u>Source work</u> Historical sources Historical information Artefacts Interpretation Hypothesising, questioning and investigating</p>	<p>Explore old and new. Through the story Mr Gumpy's Motor Car.</p>	<p>Compare objects from the past and present Learn familiar rhymes and stories, e.g. buckets and kettles.</p>	<p>Ask questions about the past and thinks how they might find out answers. Ask questions about famous people studied.</p> <p>Use parts of stories to show knowledge and understand key features of events studied. Read texts about periods of time (Changing time-Shopping and Food)</p>	<p>Analyse artefacts from events beyond living memory. Looks at a range of sources (Samuel Pepys's diary.)</p> <p>Develop skills to study history by hypothesising, questioning and investigating. Complete enquiry into who was to blame for the Great fire of London.</p> <p>Use sources of information (non-fiction texts) to show knowledge and understand key features of events or people's lives studied. Reads texts about famous people studied (women and explorers) And about events (The Great Fire of London).</p>	<p>Understand that artefacts are used to draw inferences/ conclusions about a period of time. Analyse a range of prehistoric artefacts from the Stone age and Bronze age.</p> <p>Use sources to help them answer some questions about the past. Use sources (books, photo and artefacts) to answer questions about life during these time periods.</p>	<p>Use buildings and artefacts to help them answer historical questions about the past. Look at artefacts and archaeological sites (Ancient Greece and Rome) and to help answer questions about life during those periods.</p> <p>Answer and devise their own historically valid questions. Look at a range of sources (artefacts) and asks and answers questions to help form conclusions.</p>	<p>Understand the methods of historical enquiry (hypothesising, questioning and investigating). Knowing how evidence is used rigorously to make historical claims. Know how conclusions have been drawn from historical evidence (person buried at Sutton Hoo)</p> <p>Evaluate a range of historical sources. Compare historical sources analyse contrasting accounts (Vikings).</p>	<p>Know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources. Understand how to find use relevant historical information from a range of sources (artefacts, photos, etc.)</p> <p>Begin to make perceptive deductions about the reliability of sources. Understand what makes a reliable primary and secondary sources.</p>
<p>Historical Communication</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Key historical terms • Structured accounts - narratives and analyses • Mathematical skills – place value, negative numbers e.g. on a timeline 	<p>Use some words relating to passing of time. Day/night, first/ then, after/before yesterday/tomorrow.</p>	<p>Use some words relating to passing of time. First, next, then, after, before, finally, morning, afternoon.</p>	<p>Explain about a time before their birth up to the last 100 years. Discuss what transport/ shopping was like during their great-great grandparents', grandparents or parents time.</p> <p>Compare aspects of life in different periods using everyday historical terms</p>	<p>Use common words and phrases relating to passing of time. Use phrases such as (in the past, a long time ago) to talk about events beyond living memory.</p> <p>Compare aspects of life in different periods linked to significant people using everyday historical terms. Use words (similar, different) to compare</p>	<p>Present recalled or selected information in a variety of ways. Record information in tables/grids, diagrams, captions, reports, timelines, etc.</p> <p>Describe some of the main prehistoric events and changes in Britain and the wider world. Know how life changed from the Old Stone Age to the Iron Age</p>	<p>Explain the main events, people and changes in the history of Britain and the wider world. Describe the impact of time periods and people studied on Britain and the wider world.</p> <p>Use place value in the context of timelines.</p>	<p>Construct informed responses by thoughtfully selecting and organising of relevant historical information. Choose to create either a balanced argument, speech or persuasive letter to answer enquiry question.</p> <p>Make pertinent and valid comparisons between periods.</p>	<p>Use key historical terms accurately e.g. century, decade. Know correct historical terms.</p> <p>Create their own structured accounts, including written narratives and analyses. Research and record their own ideas in a variety of ways.</p> <p>Use/apply mathematical skills</p>

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			<p>Use words (earlier, past, before) to explain how their parents, great grandparents and great-great grandparents lives were different.</p>	<p>the lives of famous women and famous explorers studied.</p> <p>Recount stories accurately and explain why some people and events were important. Describe events and people beyond living memory and know why they are significant.</p>	<p>and the four ancient civilisations.</p>	<p>Create timelines and marking dates correctly.</p>	<p>Compare how London changed in Tudor and Victorian times.</p>	<p>confidently when placing events in chronological order, using place value, negative numbers. etc.</p> <p>Create timelines accurately.</p>
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