

## History Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<b>Historical Chronology</b>	<p>Uses a photo of their first day at school and then a photo at the end of Reception to begin to show changes over time (a year). The history of toys and games – uses their own favourite toys to start with their immediate experiences to life in the past.</p>	<p>Puts themes studied (types of transport, shopping methods and local houses) in order on a basic timeline. Identifies and explains some similarities and differences between ways of life from their great-great grandparent's time to today.</p>	<p>Knows where the people studied (famous women and explores) and events studied (The Great Fire of London, the Gunpowder Plot, Remembrance Day and the Suffragettes movement) fit on a basic timeline. Puts objects and events in order. Identifies and explains some similarities and differences between ways of life at different times beyond living memory. Names some people in the past who have contributed to national and international achievements.</p>	<p>Places events from prehistoric Britain, ancient civilisations (Egypt) and changes on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE &amp; AD. Understands that the past is divided into differently named periods of time, (Old Stone Age, New Stone Age, Bronze Age and Iron Age) and uses some dates to explain history.</p>	<p>Places events from Ancient Greece, Ancient Rome, Roman London and changes of British, local &amp; world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE &amp; AD. Puts information in chronological order. Understands that the past is divided into differently named periods of time and uses dates to explain British, local, world history (Ancient Greece, the Roman Empire and Roman London).</p>	<p>Demonstrates a chronological narrative, knowledge and understanding of Britain's past and the wider world. Begins to show a chronical knowledge and understanding of local, national and global history. Tells the story of events within and across the time periods they have studied, including the Anglo-Saxons, Scots, Vikings and Mayan civilisation. Identifies some changes within and across different periods.</p>	<p>Demonstrates a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world. Shows a chronically secure knowledge and understanding of local, national and global history. Tells the story of events within and across the time periods they have studied, including wars through time and crime and punishment. Identifies specific changes within and across different periods over a long arc of development. Describes connections, contrasts and trends over short and longer time periods.</p>	<p>Extends and deepens their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.</p>
<b>Historical Concepts</b>	<p>Looks at the history within their own family and what life might have been like for their grandparents. Studies changes in toys, including bikes.</p>	<p>Identifies some similarities and differences between different times within living memory. Begins to reflect on the significance of what has been learnt about the past.</p>	<p>Identifies similarities and differences between different times within and beyond living memory. Knows about some of the people (famous women and explores) or events studied (The Great Fire of London, the Gunpowder Plot, Remembrance Day and the Suffragettes movement). Gives more than one cause of an event and give a reason why people in the past acted</p>	<p>Identifies a range of similarities and differences between different prehistoric times in the past in Britain and in the wider world. Makes some connections and contrasts e.g. change, cause, similarity, difference, and significance. Gives some reasons for and the results of the main events and changes in Britain and the wider world from</p>	<p>Identifies a range of similarities and differences between different times in the past - Ancient Greece, Ancient Rome, Roman London and today. Makes some connections and contrasts e.g. change, cause, similarity, difference, and significance. Gives some reasons for and the results of the main events and changes in Britain and</p>	<p>Understands historical concepts such as: cause and consequence, continuity, change, similarity, difference etc. Understands change and continuity. Devises questions about change, cause, similarity, difference and significance of people or events in a wider context. Understands some of the complexity of people's lives in the past and how some</p>	<p>Understands historical concepts such as: cause and consequence, continuity, change, similarity, difference etc. Understands change and continuity. Devises questions about change, cause, similarity, difference and significance of people or events in a wider context. Understands 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>Identifies significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p>

			as they did. Reflects on the significance of what has been learnt about the past.	the Old Stone Age to the Iron Age.	the wider world from the Ancient Greece until today.	societies are very different due to changes or challenges at the time. Discusses some trends over time. Sees the relationship between different periods (Tudor/Victorian/Georgian) and the legacy/impact for them. E.g. Which monarch left the greatest legacy and why?	e.g. war. Discusses trends over time. Sees the relationship between different periods and the legacy or impacts for them and their identity – historical study of London.	
<b>Historical Interpretation</b>	Is beginning to develop a basic awareness of the past.	Is developing an awareness of the past. Understands some of the ways in which we find out about the past.	Has developed an awareness of the past and can comment on what or how things were found out. Understands some of the ways in which we find out about the past. Identifies some ways how the past has been presented or described. Understands the importance of basing their ideas on evidence. Is developing the skills of presenting an idea and raising questions about the past.	Thinks critically, weighs evidence, sifts arguments, and develops perspective and judgements about the past, e.g. What Stonehenge was built for? Realises that our understanding of the past changes as new evidence is found. Describes how the past can be misrepresented and how misconceptions develop.	Thinks critically, weighs evidence, sifts arguments, and develops perspective and judgements about the past, e.g. Which was the greatest Greek influence? Describes how the past can be represented or interpreted in a few different ways.	Thinks critically, weighs evidence, sifts arguments, and develops perspective and judgements about the past, e.g. Why did the Mayan empire end so quickly? Explains that the past can be represented or interpreted in many different ways. Is aware of different views about people and events studied and can give some reasons why different versions of the past exist, e.g. How have recent excavations changed our views of the Vikings? Evaluates and carefully select from a range of historical sources to find relevant historical information.	Thinks critically, weighs evidence, sifts arguments, and develops perspective and judgements, e.g. Who should rule - King or Parliament? Explains that the past can be represented or interpreted in many different ways. Is aware of different views about people and events studied and can give some reasons why different versions of the past exist, e.g. What is propaganda and how was it used in WW2? Evaluates and carefully select from a range of historical sources to find relevant historical information. Considers different viewpoints or thinks about bias or anachronism.	Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
<b>Historical Enquiry</b>	Compares objects from the past and	Analyses artefacts, e.g. from old kitchens and	Analyses artefacts from events belong living memory, e.g. Samuel	Analyses a range of prehistoric artefacts. Answers and	Analyses a range of artefacts from different time	Understands the methods of historical enquiry, knowing how	Understands the methods of historical enquiry, knowing how evidence is	Pursue historically valid enquiries

	<p>present that are linked to familiar rhymes, e.g. buckets and kettles.</p>	<p>bathrooms. Ask questions about the past and thinks how they might find out answers. Is beginning to develop skills to study history, such as questioning and investigating. Chooses and uses parts of stories and other sources of information (non-fiction texts) to show knowledge and understand key features of events studied – e.g. the moon landing.</p>	<p>Pepys’s diary. Ask questions about the past and thinks how they might find out answers. Is developing skills to study history by hypothesising, questioning and investigating. Chooses and uses parts of stories and other sources of information (non-fiction texts) to show knowledge and understand key features of events or people’s lives studied, e.g. the Civil Rights movement, etc.</p>	<p>sometimes devises their own historically valid questions. Uses one or more sources of information to help them answer some questions about the past.</p>	<p>periods/civilisations studied. Answers and devises their own historically valid questions. Uses one or more sources of information, including buildings and artefacts to help them answer questions about the past.</p>	<p>evidence is used rigorously to make historical claims. Answer and devises their own historically valid questions. Evaluates a range of historical sources. Begins to make perceptive deductions about the reliability of sources. Knows how our knowledge of the past is constructed from a range of sources.</p>	<p>used rigorously to make historical claims. Answer and devises their own historically valid questions. Evaluates a range of historical sources. Makes perceptive deductions about the reliability of sources. Knows 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.</p>	<p>including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.</p>
<b>Historical Communication</b>	<p>Uses some words relating to passing of time.</p>	<p>Uses common words and phrases relating to passing of time. Explains about a time before their birth up to the last 100 years. Can compare aspects of life in different periods – parents, great grandparents and great-great grandparents in different ways using everyday historical terms.</p>	<p>Uses common words and phrases relating to passing of time. Explains about a time before their birth and can compare aspects of life in different periods linked to significant people or people they know in different ways using everyday historical terms. Recounts stories accurately and explain why some people and events were important.</p>	<p>Presents recalled or selected information in a variety of ways. Describes some of the main prehistoric events and changes in Britain and the wider world. Begins to use place value in the context of timelines.</p>	<p>Presents recalled or selected information in a variety of ways using specialist terms. Describes some of the main events, people and changes in the history of Britain and the wider world. Uses place value in the context of timelines.</p>	<p>Uses some key historical terms accurately e.g. century, decade. Creates their own structured accounts, including written narratives and analyses. Constructs informed responses by thoughtfully selecting and organising of relevant historical information. Makes comparisons between periods. Uses/applies mathematical skills when placing events in chronological order, using place value, etc.</p>	<p>Uses key historical terms accurately e.g. century, decade. Creates their own structured accounts, including written narratives and analyses. Constructs informed responses by thoughtfully selecting and organising of relevant historical information. Makes pertinent and valid comparisons between periods. Confidently uses/applies mathematical skills when placing events in chronological order, using place value, negative numbers. etc.</p>	<p>Uses historical terms and concepts in increasingly sophisticated ways.</p>