

## History Progression Map

Skill	Early Learning Goals	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Investigating and Interpreting</b>	<ul style="list-style-type: none"> <li>Listen and respond to familiar stories about the past.</li> <li>Answer simple questions about historical artefacts and buildings.</li> <li>Communicate some obvious distinctions between past and present experiences.</li> <li>Identify if personal events and objects belong in the past or present.</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>
<b>World History</b>	<ul style="list-style-type: none"> <li>Talk about past and present events in their own life and family members.</li> <li>Recognise and make comments about familiar people in pictures of the more distant past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>

			<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>Chronology</b>	Link the passage of time with a variety of indicators.	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events</li> <li>Recognise that timelines can be split into BC and AD</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history.</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>
<b>Communicating</b>	Use <b>everyday language related to time.</b>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li><b>Show an understanding of concepts</b> such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate e.g. Chronology, era.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate e.g. legacy, continuity.</li> <li>Use original ways to present information and ideas.</li> <li>Gain and deploy a historically grounded understanding of <b>abstract terms</b> such as 'empire', 'civilization', 'parliament' and 'peasantry'.</li> </ul>