

Progression Map – History

Strands	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chronological Awareness	<ul style="list-style-type: none"> Sequence events in their life. Use terminology such as past, then, and now, old, new, yesterday. Sequence people, events and objects (studied) in order of when they happened. 	<ul style="list-style-type: none"> Recognise that dates are used to identify when events happened in the past. Use terminology such as past and present. Sequence people, events and objects (studied) in order of when they happened, Identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> Place the time/events studied on a timeline. Sequence events or artefacts. Develop the appropriate use of historical terms linked to area of study(empire/civilisation/mon arch) 	<ul style="list-style-type: none"> Place time/events studied on a timeline. Begin to make comparisons across periods of time studied Understand more complex terms related to topic studied (BC/AD) 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies. Establish clear narratives within and across periods studied. Use words and phrases: relating to specific periods 	<ul style="list-style-type: none"> Use timelines to place events, periods and cultural movements and link to period studied. Make connections, draw contrasts within periods of time. Use words or phrases for movements of time or change.
Historical enquiry	<ul style="list-style-type: none"> Answer 'how' and 'why' questions in response to stories or events. Explain own knowledge and understand and ask questions. Understand that 	<ul style="list-style-type: none"> Ask and answer questions. Understand some ways we find out about the past books/stories/pictures/art efacts/websites. Choose and use parts of stories and other sources to show understanding. Communicate understanding of the past in a variety of different ways – class displays/annotated 	<ul style="list-style-type: none"> Ask and answer questions about the past considering aspects of change. Understand how knowledge of the past is constructed from a range of sources & use these. Select and record information relevant to the study. Show knowledge and understanding through discussions/pictures/writin 	<ul style="list-style-type: none"> Ask and answer questions about the past considering aspects of change/cause/similarities/differences and significance. Suggest where we might find answers to questions 	<ul style="list-style-type: none"> Understand how knowledge of the past is constructed from a range of sources. Use vocabulary such as primary and secondary sources. Start to identify primary and 	<ul style="list-style-type: none"> Understand how different types of sources are used in historical accounts. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past.

Progression Map – History

	information can be retrieved from books and computers.	photographs/discussions/ICT	g/annotations/drama/modals.	considering a range of sources. <ul style="list-style-type: none"> Understand how knowledge of the past is constructed from a range of sources. Choose relevant material to present a picture of one aspect of life in time past. 	secondary sources. <ul style="list-style-type: none"> Use evidence to build up a picture of life in time studied. Select relevant sections of information. 	<ul style="list-style-type: none"> Bring knowledge (from several sources) to give a fluent account of a time past.
Interpretations of History	<ul style="list-style-type: none"> Begin to identify different ways to represent the past (Photos/stories/adults talking about the past) 	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Compare pictures/photographs of people or events in the past. 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and begin to evaluate their usefulness. 	<ul style="list-style-type: none"> Look at evidence available for time period studied. Evaluate the usefulness of different sources. Use text books to check reliability of sources. 	<ul style="list-style-type: none"> Compare accounts of events from different sources Understand that different versions of the past may exist giving some reason for this, 	<ul style="list-style-type: none"> Understand how primary sources can have their limitations. Consider ways of checking the accuracy of interpretations. Be aware that different evidence will lead to different conclusions.

Progression Map – History

Key Concepts

	Key stage 1	Key Stage 2
Continuity and Change	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change • Identify similarities/differences between ways of life at different times. For example, how holiday destinations are different now compared to the Victorian times because we have aeroplanes 	<ul style="list-style-type: none"> • Describe or make links between events, situations and changes within and across different periods and societies: the idea of crime and punishment, for example, still exists today but the way we 'punish' law-breakers is very different.

Progression Map – History

<p>Cause and Consequence</p>	<ul style="list-style-type: none"> • Question why things happen and give explanations • Recognise why people did things/why events happened and what happened as a result. We go on holiday abroad because we have aeroplanes but the Victorians only had steam trains or boats so were limited 	<ul style="list-style-type: none"> • Identify and give reasons for, and results of, historical events, situations and changes – understanding that one event may lead to many other events, the Second World War, for example, led to evacuation, rationing and some improved status for women.
<p>Similarity/Difference (within a period studied)</p>	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions • Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain and the wider world: the Romans, Vikings and French all invaded Britain at different times – some would have settled here and had families, so Britain always has been a very diverse, multicultural country.

Progression Map – History

Significance of events/people	<ul style="list-style-type: none">• Recognise and describe special times or events for family or friends.• Talk about who was important eg in a simple historical account	<ul style="list-style-type: none">• Identify historically significant people and events in situations – World War II was a significant event, for example, because it changed the structures of society such as class divisions and the ways women were viewed and treated.
--------------------------------------	--	---

The Belham Primary School 2018-19