



History Progression Map

<p>Penguins EYFS</p>	<p><i>By the end of EYFS</i>, children should:</p> <ul style="list-style-type: none"> • comment on images of familiar situations in the past • compare and contrast characters from stories, including figures from the past
<p>Turtles Year 1</p>	<p><i>By the end of Year 1</i>, children should:</p> <p>Chronological awareness</p> <ul style="list-style-type: none"> • sequence three or four events in their own life (e.g. birthday, starting school, starting Year 1) • use common words and phrases for the passing of time (eg. now, long ago, then, before, after) • sequence three or four artefacts from different periods of time • match objects to people from different time periods • place events on a simple timeline • record on a timeline a sequence of historical stories heard orally. <p>Disciplinary concepts</p> <p><i>Change and continuity</i></p> <ul style="list-style-type: none"> • begin to look for similarities and differences over time in their own lives • describe simple changes and ideas/objects that remain the same • understand that some things change while other items remain the same and some are new. <p><i>Cause and consequence</i></p> <ul style="list-style-type: none"> • ask why things happen and beginning to explain why with support. <p><i>Similarities and differences</i></p> <ul style="list-style-type: none"> • be aware that some things have changed and some have stayed the same in their own lives. <p><i>Historical significance</i></p> <ul style="list-style-type: none"> • recall special events in their own lives. <p><i>Sources of evidence</i></p> <ul style="list-style-type: none"> • use artefacts, photographs and visits to museums to answer simple questions about the past.

	<ul style="list-style-type: none"> • find answers to simple questions about the past using sources e.g. artefacts. • Sort artefacts from then and now. <p><i>Historical interpretations</i></p> <ul style="list-style-type: none"> • begin to identify different ways to represent the past (photos, stories). <p>Historical enquiry</p> <p><i>Posing historical questions</i></p> <ul style="list-style-type: none"> • ask how and why questions based on stories, events and people. • ask questions about sources of evidence e.g. artefacts. <p><i>Gathering, organising and evaluating evidence</i></p> <ul style="list-style-type: none"> • use sources of information, such as artefacts, to answer questions • draw out information from sources • make simple observations about the past from a source. <p><i>Interpreting findings, analysing and making connections</i></p> <ul style="list-style-type: none"> • interpret evidence by making simple deductions • make simple inferences and deductions from sources of evidence • describe the main features of concrete evidence of the past or historical evidence e.g. pictures, artefacts and buildings. <p><i>Evaluating and drawing conclusions</i></p> <ul style="list-style-type: none"> • draw simple conclusions to answer a question. <p><i>Communicating findings</i></p> <ul style="list-style-type: none"> • communicate findings through discussion and timelines with physical objects/ pictures. • Use vocabulary such as - old, new, long time ago. • discuss and write about past events or stories in narrative or dramatic forms. • express a personal response to a historical story or event. / • say, write or draw what they think it felt like in response to a historical story or event.
<p>Dolphins Year 2</p>	<p><i>By the end of Year 2</i>, children should:</p> <p>Chronological awareness</p> <ul style="list-style-type: none"> • sequence six artefacts on a timeline. • sequence six photographs, focusing on the intervals between events. • place events on a timeline, building on times studied in Year 1.

- begin to recognise how long each event lasted.
- know where people/events studied fit into a chronological framework
- understand generation in a family context

Disciplinary concepts

Change and continuity

- identify similarities and difference between ways of life at different times.
- identify simple reasons for changes.

Cause and consequence

- ask questions about why people did things, why events happened and what happened as a result.
- recognise why people did things, why events happened and what happened as a result.

Similarities and differences

- know some things which have changed / stayed the same as the past.
- find out about people, events and beliefs in society.
- make comparisons with their own lives.

Historical significance

- discuss who was important in a historical event.

Sources of evidence

- use artefacts, photographs and visits to museums to ask and answer questions about the past.
- make simple observations about a source or artefact.
- use sources to show an understanding of historical concepts

Historical interpretations

- recognise different ways in which the past is represented (including eye-witness accounts).
- compare pictures or photographs of people or events in the past.

Historical enquiry

Posing historical questions

- ask a range of questions about stories, events and people.
- understand the importance of historically-valid questions.
- evaluate how reliable a source is.

Gathering, organising and evaluating evidence

- understand how we use books and sources to find out about the past.

	<ul style="list-style-type: none"> • use a source to answer questions about the past. • evaluate the usefulness of sources to a historical enquiry. • select information from a source to answer a question. <p><i>Interpreting findings, analysing and making connections</i></p> <ul style="list-style-type: none"> • make links and connections across a unit of study • select and use sections of sources to illustrate and support answers. <p><i>Evaluating and drawing conclusions</i></p> <ul style="list-style-type: none"> • make simple conclusions about a question using evidence to support. <p><i>Communicating findings</i></p> <ul style="list-style-type: none"> • communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • use relevant vocabulary in answers. • describe past events and people by drawing or writing. • express a personal response to a historical story or event through discussion, drawing our writing.
<p>Seahorses Year 3/4</p>	<p>By the end of Year 4, children should:</p> <p>Chronological awareness</p> <ul style="list-style-type: none"> • sequence events on a timeline, referring to times studied in KS1 to see where these fit in • understand that history is divided into periods of history e.g. ancient times, middle ages and modern. • use dates to work out the interval between periods of time and the duration of historical events or periods. • use BC/AD/Century. • sequence eight to ten artefacts, historical pictures or events. • begin to develop a chronologically secure knowledge of local, British and world history across the periods studied. • place the time studied on a timeline. • use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • notice connections over a period of time. • make a simple individual timeline <p>Disciplinary concepts</p> <p><i>Change and continuity</i></p> <ul style="list-style-type: none"> • identify reasons for change and reasons for continuities

- identify what the situation was like before the change occurred
- compare different periods of history and identifying changes and continuity
- describe the changes and continuity between different periods of history
- identify the links between different societies

Cause and consequence

- identify the consequences of events and the actions of people
- identify reasons for historical events, situations and changes

Similarities and differences

- identify similarities and differences between periods of history
- explain similarities and differences between daily lives of people in the past and today
- identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world

Historical significance

- recall some important people and events
- identify who is important in historical sources and accounts

Sources of evidence

- use a range of sources to find out about a period
- use evidence to build up a picture of a past event
- observe the small details when using artefacts and pictures

Historical interpretations

- identify and give reasons for different ways in which the past is represented
- identify the differences between different sources and giving reasons for the ways in which the past is represented
- explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books
- evaluate the usefulness of different sources
- independently use textbooks to gain historical knowledge

Historical enquiry

Posing historical questions

- understand how historical enquiry questions are structured
- create historically-valid questions across a range of time periods, cultures and groups of people
- ask questions about the main features of everyday life in periods studied, e.g. how did people live
- create questions for different types of historical enquiry

- ask questions about the bias of historical evidence

Gathering, organising and evaluating evidence

- use a range of sources to construct knowledge of the past
- define the terms 'source' and 'evidence'
- extract the appropriate information from a historical source
- select and record relevant information from a range of sources to answer a question
- identify primary and secondary sources
- identify the bias of a source
- compare and contrast different historical sources

Interpreting findings, analysing and making connections

- understand that there are different ways to interpret evidence
- interpret evidence in different ways
- understand and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts
- make links and connections across a period of time, cultures or groups
- ask the question "How do we know?"

Evaluating and drawing conclusions

- understand that there may be multiple conclusions to a historical enquiry question
- reach conclusions that are substantiated by historical evidence
- recognise similarities and differences between past events and today

Communicating findings

- communicate knowledge and understanding through discussion, debates, drama, art and writing
- construct answers using evidence to substantiate findings
- identify weaknesses in historical accounts and arguments
- create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story
- create a structured response or narrative to answer a historical enquiry
- describe past events orally or in writing, recognising similarities and differences with today

**Sharks
Year 5/6**

By the end of Year 6, children should:

Chronological awareness

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term “century” and how dating by centuries works. Putting dates in the correct century. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Sequencing 10 events on a timeline.

Disciplinary concepts

Change and continuity

- Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.

Cause and consequence

- Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.

Similarities and differences

- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.

Historical significance

- Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.

Sources of evidence

- Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.

Historical interpretations

- Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing

strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions.

Historical enquiry

Posing historical questions

- Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.

Gathering, organising and evaluating evidence

- Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.

Interpreting findings, analysing and making connections

- Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, draw contrasts and analyse within a period and across time. Beginning to interpret simple statistical sources.

Evaluating and drawing conclusions

- Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.

Communicating findings

- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.