



History Progression Map

EYFS	Birth to 3 Years	3 & 4 Years	Reception	Early Learning Goal
<p>Understanding of the world</p> <p>Past and Present</p> <p>People, Culture and Communities.</p>	<p>Make connections between the features of their family and other families.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>

<p>Communication and Language</p> <p>Listening</p> <p>Speaking</p>	<p>Listen and respond to a simple instruction.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Sequence events in their lifetime</p> <p>Sequence 3 or 4 images/artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>Can talk about past events in their own life</p> <p>Can use terms such as now, then, old, new, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>Sequence events of tie period in order using dates of events.</p> <p>Introduce scaled timelines to see difference in time of events using multilink for events.(more cubes = more time).</p> <p>Can use and understand terms decade, century</p>	<p>Develop scaled timelines. Include events with different duration and represent these on scaled timeline. (this can be transferred from using multilink in Y2 to card in Y3).</p> <p>Can use and understand terms BC and AD and Empire.</p>	<p>Continue to develop scaled timelines and show duration. E.g. British timeline showing Stone Age, Iron Age and Roman era.</p> <p>Can use and understand terms Civilisation, Democracy.</p>	<p>Introduce concurrent timelines- e.g. Ancient Egypt and Ancient Greece concurrently.</p> <p>Continue to use scaled timelines showing duration of events.</p> <p>Begin to make links between different eras including other civilisations they have learnt about.</p> <p>Can use and understand terms Civilisation, Parliament, Democracy.</p>	<p>Present timelines in various forms e.g. vertical</p> <p>Continue to develop concurrent timelines.</p> <p>Use relevant dates and terms</p>

<p>Knowledge and Understanding</p>	<p>To recall some facts about people/events before living memory.</p> <p>To say why people may have acted the way they did.</p> <p>To tell the difference between past and present in their own lives and other people's lives.</p>	<p>To use information to describe the past.</p> <p>To recount the main events from a significant event in history.</p> <p>To look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>To describe the differences between then and now.</p>	<p>To understand the events / nature and lives of people from a period studied</p> <p>To look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>To recognise some of the differences and similarities between periods of time.</p>	<p>To be able to understand the events / nature and lives of people from a period studied</p> <p>To begin to give reasons for historical events and changes in time periods.</p> <p>To suggest why people in the past acted as they did.</p> <p>To recognise some of the differences and similarities between periods of time.</p>	<p>To identify in more detail attitudes / beliefs and experiences of people in periods studied using appropriate historical terms</p> <p>To describe and make some links between events, situations and changes within and between different periods and societies.</p>	<p>To identify in more detail attitudes / beliefs and experiences of people in periods studied using appropriate historical terms</p> <p>To point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.</p>
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<p>Historical Interpretation</p>	<p>To talk about some of the different ways that the past is recorded or represented.</p>	<p>To say which sources (from a selection) are likely to be the most useful for a task.</p> <p>To look at and use a range of sources (books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet) to find out about the past.</p>	<p>To identify primary and secondary sources of evidence.</p> <p>To explore the idea that there are different accounts/ viewpoints of history.</p>	<p>To understand the difference between primary and secondary sources of evidence.</p> <p>To compare sources of evidence in order to help identify reliable information.</p> <p>To identify different ways in which past can be represented.</p> <p>To look at different versions/viewpoints of the same event in history and identify differences.</p> <p>To know that people in the past represent events or ideas in a way that persuades others.</p>	<p>To analyse the usefulness and reliability of primary and secondary sources.</p> <p>To understand that some evidence from the past is propaganda (bias), opinion or misinformation, and that this affects interpretations of history.</p> <p>To give reasons why there may be different accounts of history.</p> <p>To evaluate evidence to choose the most reliable forms.</p>	<p>To discuss how and why different arguments and interpretations of the past have been constructed</p> <p>To analyse and reflect on cause and effect and the lasting impact of historical events</p> <p>To begin to draw connections from past with the present eg impact / effects</p>
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<p>Historical Enquiry</p>	<p>To use different sources (photos, film, artefacts and books) to find out about the past</p> <p>To explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</p> <p>To look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p>	<p>To ask questions about the past.</p> <p>To use a wide range of information to answer questions about the past.</p> <p>To identify similarities and differences between the past and the present.</p>	<p>To ask questions and find answers about the past.</p> <p>To identify similarities and differences between the past and the present. (continuity and change)</p> <p>To use a range of sources develop an opinion/ viewpoint about the past.</p>	<p>To investigate different sources and gather the most relevant information</p> <p>To answer questions relating to continuity and change in Britain</p> <p>To suggest independently where they can begin to find information about the past</p> <p>To begin to ask questions and suggest lines of enquiry to research as a class</p>	<p>To ask questions about the past relating to how it effects us today.</p> <p>To answer and justify their own viewpoint based on historical evidence.</p> <p>To understand how historical evidence might be contradictory/bias</p> <p>To ask questions why and explore why sources may be different</p>	<p>To ask questions about the past relating to cause and effect. e.g. What effect did WW2 have on us today?</p> <p>To answer and justify their own viewpoint based on historical evidence.</p> <p>To select primary and secondary sources to enhance their own understanding</p> <p>To discuss the validity of a source; to give thoughtful responses</p>
<p>Organisation and Communication</p>	<p>To communicate what they understand in different ways e.g. speaking, role play, pictures</p> <p>To sort events or pictures into then/now</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p>	<p>To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>To describe objects, people or events in history.</p>	<p>To present their historical learning in a variety of ways</p> <p>To describe objects, people or events in history.</p> <p>To use some dates and historical terms.</p>	<p>To present their historical learning in a variety of ways</p> <p>To organise my answers well, state my conclusions; and give reasons for my ideas.</p> <p>To use some dates and historical terms.</p>	<p>To write answers that are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons.</p> <p>To make good use of dates and historical terms.</p>	<p>Create structured accounts , including written narratives about a figure or period studied</p> <p>To select, organise and use relevant information to produce structured work.</p> <p>To make appropriate use of dates and terms.</p>
<p>Vocabulary Progression</p>						

	<p><u>Homes</u> Long ago Yesterday Church Local photograph memories living memory remembers</p> <p><u>Seacole/ Nightingale</u> Long ago history similar photograph</p> <p><u>First Flight</u> Long ago history Decade Century inventions timeline</p>	<p><u>Liverpool- Beetles</u> Decade Century National Local photograph memories living memory remembers</p> <p><u>Great Fire of London</u> Century St Paul's Cathedral Significant Diary Chronological order National source timeline</p> <p><u>Explorers</u> Century International Discovery Explorer Chronological order source timeline</p>	<p><u>Liverpool</u> Decade Century Primary source Secondary source Significance Impact Docks Harbour Immigration Emigrate</p> <p><u>Stone Age</u> Prehistory Chronology / Chronological order period Stone age Bronze age Iron age BCE (before common era) CE (common era) Hunter gatherer hill forts Nomad/ Nomadic settlement Stonehenge Skara Brae</p> <p><u>Ancient Egypt</u> Primary source Archaeology Civilisation Ancient Chronological order Hieroglyphics Pharaoh Pyramid Tomb Cartouche</p>	<p><u>Titanic</u> Primary source Secondary source Significance Immigration Emigrate Cause Consequence</p> <p><u>Romans</u> Primary source Secondary source Celts Britons Slave Rebellion myths/legends Settler Invasion Invader Conquest Empire</p> <p><u>Ancient Greece</u> Archaeology Civilisation Ancient Legacy</p>	<p><u>Suffragettes</u> Primary source Secondary source Parliament Democracy Interpretation reputation Impact Vote Suffrage biased Legacy</p> <p><u>Anglo Saxons & Scots</u> Peasant Settler Invasion Invader Kingdoms</p> <p><u>Maya</u> Sacrifice Civilisation Pok-ol-Pok</p>	<p><u>WW2</u> Primary source Secondary source Evacuation Causation Consequence Impact Blitz Propaganda reliability</p> <p><u>Viking & Anglo Saxon</u> Primary source Secondary source Interpretation reputation raids biased</p> <p><u>Changing Role of Women</u></p>
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