

History Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
COMMUNICATION							
1	<p>Talk about a past event in the correct order</p> <p>Talk about significant events in my own experience</p> <p>Talk about past and present events in my own life</p>	<p>Identify relevant features of particular themes, events and people from local, national and global history.</p> <p><i>E.g. to tell stories from the past (such as the story of the fire of London or the life of LS Lowry) using pictures or role play;</i></p>	<p>Briefly describe features of particular themes, events and people from local, national and global history.</p> <p><i>E.g. Retell the story of the Lady with the Lamp or the life of LS Lowry</i></p>	<p>Identify details from several themes, societies, events and significant people covered in local, national and global history.</p> <p><i>E.g. Identify some of the achievements made by Ancient Egyptians or Romans</i></p>	<p>Identify several details from the periods studied to demonstrate my understanding of themes, societies, events and significant people in history.</p> <p><i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i></p>	<p>Understand some features associated with themes, societies, people and events.</p> <p><i>E.g. Understand aspects of life in Viking times.</i></p>	<p>Provide overviews of the most significant features of different themes, individuals, societies and events covered.</p> <p><i>E.g. Give a summary of the main features of Ancient Greece society.</i></p>
CHRONOLOGY							
2	<p>Talk about significant events in my own experience</p> <p>Talk about a past event in the correct order (Focus: child's personal experiences; days of the week).</p> <p>Talk about past and present events in my own life. (Focus: child's family and beyond; change over time e.g. seasons, growth, life cycles, memories, birthdays).</p>	<p>Depict on a timeline the sequence of a few objects and/or pieces of information.</p> <p><i>E.g. Show changes in toys/shops by sequencing them from oldest to newest on a time line; sequence events of the Fire of London.</i></p> <p>I can use a number of everyday time terms in my history talk and writing</p> <p><i>E.g. 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'</i></p>	<p>Sequence independently on an annotated timeline a few objects and/or pieces of information.</p> <p><i>E.g. Show changes in toys/shops by sequencing them on a time line; sequence events of the Fire of London</i></p> <p>I can understand and use a wider range of time terms in my history talk and writing</p> <p><i>E.g. nowadays, in the past or previously etc.</i></p>	<p>Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.</p> <p><i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i></p>	<p>Sequence a number of the most significant events, objects, themes, periods and people from topics covered, using dates and/or period labels and terms.</p> <p><i>E.g. Sequence many of the main features of the Bronze and Iron Ages.</i></p>	<p>Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.</p> <p><i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i></p>	<p>Sequence with independence the key events, objects, themes, societies and people in topics covered using dates, period labels and terms.</p> <p><i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</i></p>

History Progression Map

CONCEPTS							
3	<p>Compare similarities, differences and changes between objects & living things.</p>	<p>Identify with prompting or guidance a few similarities, differences and changes occurring within a particular topic.</p> <p><i>E.g. say some things that are the same and different between shopping now and then</i></p>	<p>Identify independently a range of similarities, differences and changes occurring within a specific time period.</p> <p><i>E.g. Identify differences and similarities between shopping over the decades</i></p>	<p>Describe some similarities, differences and changes occurring within topics studied.</p> <p><i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i></p>	<p>Make valid statements about the main similarities, differences and changes occurring within the topics studied.</p> <p><i>E.g. Categorise changes into the different periods of the Stone Age.</i></p>	<p>Provide valid reasons why some changes and developments were important within topics covered.</p> <p><i>E.g. The changing role of women during WWII.</i></p>	<p>Compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.</p> <p><i>E.g. Provide some similarities and differences affecting different forms of crimes and punishment</i></p>
4	<p>Identify causes for and effects of events in my own experience</p> <p><i>E.g. identify a cause and effect of behavioural choices.</i></p>	<p>Identify at least one relevant cause for, and effect of events covered.</p> <p><i>E.g. Identify a cause and effect of shopping on the internet</i></p>	<p>Identify a few relevant causes for and effects of events covered.</p> <p><i>E.g. Identify several causes and effects of events within the Great Fire of London</i></p>	<p>Describe some relevant causes for and effects of some of the key events and developments covered.</p> <p><i>E.g. describe some reasons why technology changed over time.</i></p>	<p>Comment on the importance of causes and effects for some of the key events and developments within topics.</p> <p><i>E.g. Explain why some reasons were important in changing the nature of communication over time.</i></p>	<p>Place several valid causes and effects in order of importance relating to events and developments.</p> <p><i>E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain</i></p>	<p>Explain the role and significance of different causes and effects of a range of events and developments.</p> <p><i>E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.</i></p>
INTERPRETATION							
5	<p>Talk about the photos in my Learning Journey</p> <p>Ask questions about why things happen and give explanations e.g. linked to stories & experiences</p>	<p>State one reason why an event or person might be significant.</p> <p><i>E.g. Explain why we remember a particular explorer.</i></p>	<p>State several reasons why an event or person might be significant.</p> <p><i>E.g. Explain why we remember a particular explorer.</i></p>	<p>Select what is most significant in a historical account.</p> <p><i>E.g. Describe in some detail some of the most significant features of Roman Britain.</i></p>	<p>Explain why some aspects of historical accounts are significant.</p> <p><i>E.g. Explain why achievements of the Ancient Egyptians were significant</i></p>	<p>Describe the significant issues in many of the topics covered.</p> <p><i>E.g. Describe several of the most successful achievements of Ancient Greece.</i></p>	<p>Explain reasons why particular aspects of a historical event, development, society or person were of particular significance.</p> <p><i>E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i></p>
6	<p>Describe events, situations and changes within own personal experience</p>			<p>Provide a reason why two accounts of the same event might differ.</p> <p><i>E.g. Recognise and</i></p>	<p>Comment on a range of possible reasons for differences in a number of accounts.</p>	<p>Identify different interpretations for events, developments and people covered in a range of</p>	<p>Explain how and why it is possible to have different interpretations of the same event or person.</p> <p><i>E.g. Explain how and why</i></p>

History Progression Map

	Describe events, situations and changes within experience of child and family. Compare with peer group.			<i>provide a reason why different people might have different views about the Romans.</i>	<i>E.g. Explain how and why there were different viewpoints about Boudica</i>	topics. <i>E.g. Recognise several different representations and interpretations about Sparta</i>	<i>it is possible to have different interpretations about the Ancient Greek Olympic Games.</i>
HISTORICAL ENQUIRY							
7	<p>Begin to answer who, when and why questions relating to own experiences.</p> <p>Ask questions about why things happen and give explanations</p> <p>Begin to analyse sources e.g. texts/stories by looking at different authors, and asking questions WHO? WHEN? WHY?</p>	<p>I can extract information from a given source (e.g. a photograph, object or painting) to answer historical questions</p> <p><i>E.g. Use a painting by LS Lowry say what life was like in the past.</i></p>	<p>I can plan historical questions and produce answers.</p> <p><i>E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</i></p>	<p>I can ask valid questions for enquiries and answer using a number of sources.</p> <p><i>E.g. Produce a plan for investigating an aspect of crime and punishment and use a few different sources to produce a simple timeline</i></p>	<p>I can devise independently a range of historically valid questions and answer them with substantiated responses</p> <p><i>E.g. Produce a plan for investigating an aspect of crime and punishment and use a range of different sources to produce a timeline through the ages</i></p>	<p>I can reach a valid conclusion based on devising and answering questions relating to a historical enquiry.</p> <p><i>E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i></p>	<p>I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p> <p><i>E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</i></p>
	<p>Talk about differences between old black and white photos and colour photos of the present day</p>		<p>I can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.</p>	<p>I can understand how sources can be used to answer a range of historical questions.</p> <p><i>E.g. Describe how particular sources help provide evidence about periods studied</i></p>	<p>I can understand how sources can be used to answer a range of historical questions and begin to say if they are reliable as evidence.</p> <p><i>E.g. Describe how particular sources help provide evidence about periods studied</i></p>	<p>I can accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p><i>E.g. Ask questions about the usefulness and reliability of sources.</i></p>	<p>I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.</p> <p><i>E.g. Select evidence that supports their judgements of how the Viking invasion affected the local area.</i></p>