

**Progression map**

Subject Area: History

	<b>Working towards / Year 2 (KS1)</b>	<b>LKS2</b>		<b>UKS2</b>		<b>Greater depth / Year 7 (KS3)</b>
		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Chronological understanding</b>	<p><i>Orders dates from earliest to latest on simple timelines</i></p> <p><i>Describes memories and changes that have happened in their own lives</i></p> <p><i>Uses words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</i></p>	<p>Uses timelines (with BC and AD) to place events in order</p> <p>Uses historical terminology</p> <p>Recognises some similarities and differences between periods studied</p>	<p>Names and places dates of significant events from period studied on a timeline</p> <p>Uses historical terminology correctly</p> <p>Recognises similarities and differences between periods studied</p> <p>Identifies changes within and across historical periods</p>	<p>Uses timelines to place and sequence local, national and international events</p> <p>Sequences historical periods</p> <p>Describes events and characteristic features of periods using historical terminology</p> <p>Describes main changes in a period in history.</p>	<p>Uses timelines to demonstrate changes in characteristic features of period studied.</p> <p>Uses key periods (see <i>vocabulary progression</i>) as reference points</p> <p>Explains main changes in a period in history using historical terminology</p>	<p><i>Gains and deploys a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</i></p> <p><i>Knows and understands the history of Great Britain as a coherent, chronological narrative, from the earliest times to the present day</i></p> <p><i>Knows and understands significant aspects of the history of the wider world (the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind)</i></p>

	<b>Working towards / Year 2 (KS1)</b>	<b>LKS2</b>		<b>UKS2</b>		<b>Greater depth / Year 7 (KS3)</b>
		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Historical knowledge and understanding</b>	<p><i>Recognises some similarities and differences between the past and the present</i></p> <p><i>Identifies similarities and differences between ways of life in different periods</i></p> <p><i>Knows and recounts episodes from stories and significant events in history</i></p> <p><i>Understands that there are reasons why people in the past acted as they did</i></p> <p><i>Describes significant individuals from the past</i></p>	<p>Uses evidence to describe key features, aspects and events of the period studied.</p> <p>Identifies key changes over a period of time and some reasons for those changes</p> <p>Describes similarities and differences between people, events and objects</p> <p>Identify how the everyday lives of people in time studied compare with our life today</p>	<p>Describes features, aspects and events of past societies and periods.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Offers a reasonable explanation for why changes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today</p>	<p>Explains some causes and consequences of the main events, situations and changes in the periods studied</p> <p>Identifies changes and links within and across the time periods studied</p> <p>Makes links between some features of past societies</p> <p>Describes how some changes affect life today</p>	<p>Chooses reliable sources of factual evidence to describe key features, aspects and events of the period studied.</p> <p>Identifies some social, cultural and religious aspects of societies studied in Britain and wider world</p> <p>Gives own reasons why changes may have occurred, backed up with evidence</p> <p>Describes similarities and differences between some people, events and objects studied</p>	<p><i>Knows and understands how people's lives have shaped Great Britain and how Britain has influenced and been influenced by the wider world</i></p> <p><i>Understands historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.</i></p> <p><i>Frames historically-valid questions</i></p> <p><i>Applies knowledge to different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</i></p>

	Working towards / Year 2 (KS1)	LKS2		UKS2		Greater depth / Year 7 (KS3)
		Year 3	Year 4	Year 5	Year 6	
<b>Historical Interpretation</b>	<p>Starts to compare two versions of a past event</p> <p>Observes and uses pictures, photographs and artefacts to find out about the past</p> <p>Starts to use stories or accounts to distinguish between fact and fiction</p> <p>Describes the different types of evidence and explains that there are different types of evidence and sources that can be used to help represent the past</p> <p>help represent the past</p>	<p>Identifies different accounts of historical events at different points in the period studied.</p> <p>Looks at two versions of the same event and identifies the differences in the accounts</p> <p>Asks questions such as 'how did people...?'</p> <p>Identifies some of the reasons why the accounts may be different</p> <p>Suggests sources of evidence to use to help answer questions</p>	<p>Investigates different accounts of historical events, identifying differences and similarities.</p> <p>Explains some of the reasons why the accounts may be different.</p> <p>Describes the usefulness of different sources to answer a historical question</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions</p>	<p>Identifies and analyses a wide range of sources of evidence about the past</p> <p>Identify some clear reasons for different interpretations of the past using evidence to support their own opinions about historical sources</p> <p>Describes how using primary and secondary evidence can affect the reliability of historical interpretation</p> <p>Identifies how people can represent events or ideas in ways that persuade others</p>	<p>Suggests reliable reasons for why historical questions have been interpreted in different ways.</p> <p>Identifies different ways of checking the accuracy of interpretations of the past</p> <p>Expresses own opinions about historical sources</p> <p>Evaluates the usefulness of different sources.</p> <p>Explains the impact of using primary and secondary evidence on reliability</p> <p>Identifies that some evidence is propaganda</p>	<p>Understands how different types of historical sources including new evidence is used to make reasoned claims and historical claims and contrasting arguments and interpretations of the past have been constructed.</p>

	<b>Working towards / Year 2 (KS1)</b>	<b>LKS2</b>		<b>UKS2</b>		<b>Greater depth / Year 7 (KS3)</b>
		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Organisation and communication</b>	<p><i>Communicates their findings through speaking, writing, ICT and drawing skills</i></p> <p><i>Uses some dates and terms appropriately</i></p> <p><i>Uses historical vocabulary to retell simple stories about the past</i></p> <p><i>Uses drama/role play to communicate their knowledge about the past</i></p> <p><i>Shows an understanding of historical terms, such as monarch, parliament, government, war, remembrance</i></p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates, terms and subject specific vocabulary.</p> <p>Identifies different ways of presenting information for different purposes</p>	<p>Recalls, selects and organises historical information</p> <p>Presents finding about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates, terms and a range of subject specific vocabulary correctly</p> <p>Identifies different ways to present information, realising that it is for an audience</p>	<p>Recalls, selects and organises historical information, communicating this knowledge through a variety of means</p> <p>Uses dates, terms and subject specific words accurately.</p> <p>Makes use of different ways of presenting information</p>	<p>Selects and organises information to produce structured work, making appropriate use of dates and terms</p> <p>Presents information in the most appropriate way (e.g. written explanation, tables and charts, labelled diagram)</p> <p>Makes accurate use of specific dates, terms and subject specific vocabulary independently.</p>	<p><i>Accurately use historically coherent vocabulary through a range of presentation methods to as perceptive questions, think critically, weigh evidence sift arguments, and develop perspective and judgement</i></p>