

St Teresa's Catholic Primary School

History Progression Map

Respect - Resilience - Read - Retain

'Do the little things well'



St Teresa's Catholic Primary School



Developing Understanding of Chronology

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know the difference between old and new.</p> <p>Order 3 simple events from a story.</p> <p>Remember and talk about significant times or events in their lives (birthdays, family celebrations, holidays).</p> <p>Begin to make sense of their own life history.</p> <p>Begin to understand the language of the passing of time, this morning, afternoon, at the weekend, yesterday.</p>	<p>Know the difference between old and dirty or worn.</p> <p>Know the difference between old and new.</p> <p>Know the difference between long ago and now.</p> <p>Compare old and new objects/ artefacts be able to put up to two artefacts or events in order.</p> <p>Begin to appreciate that their life is different to the lives of people in the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Use words like yesterday, last week, old and n</p>	<p>Begin to appreciate the difference between long ago and very long ago.</p> <p>Create a simple timeline to capture recent events.</p> <p>Remember parts of stories they have read or have had read to them which involve memories about the past.</p> <p>Recognise that familiar objects we have today would have been different in the past, i.e., telephone.</p> <p>Begin to appreciate what a timeline is by looking at a timeline over the past 10 years.</p> <p>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after.</p>	<p>Describe memories and changes that have happened in their own lives.</p> <p>Appreciate the difference between a long time ago and a very long time ago.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Order a few events and artefacts from the recent past.</p> <p>Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.</p> <p>Use 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.</p>	<p>Begin to understand that the past is divided into different named periods of time</p> <p>Start using a timeline that identifies different centuries.</p> <p>Able to use dates to explain British, local and world history.</p> <p>Use appropriate dates and chronological conventions, e.g., BC, BCE, and AD.</p> <p>Put artefacts or information in chronological order from a long time ago.</p> <p>Understand that significant discoveries or inventions changed the lives of people, e.g., the wheel or iron ore.</p> <p>Use words and phrases: century, decade.</p>	<p>Place events, people, and changes of British, local and world history on a timeline.</p> <p>Accurately set out different events onto a timeline, including the unit being studied.</p> <p>Appreciate that some historical events/periods occurred concurrently in separate locations, e.g., Indus Valley and Ancient Egypt.</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>Understand that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</p> <p>Use words and phrases: century, decade.</p>	<p>Have a secure understanding of a British timeline that extends from the Stone Age to the present day.</p> <p>Know and sequence key events of time studied, using dates accurately.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Show a chronologically secure knowledge and understanding of local, national, and global history.</p> <p>Describe connections, contrasts and trends over short and longer time periods.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</p> <p>Know and describe in some detail the main changes to an aspect in a period of history being studied.</p>	<p>Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p> <p>Identify specific changes within and across different periods over a prolonged period of history.</p> <p>Use timelines to place events, periods, and cultural movements from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion, and society.</p> <p>Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p> <p>Name date of any significant event studied from past and place it correctly on a timeline.</p>

Communicating History

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about events that have happened in their lives.</p> <p>Begin to draw simple pictures of an event in their lives and talk to an adult about it.</p> <p>Begin to answer questions such as how, when and why.</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p>Talk, draw and write to show ideas/communicate understanding.</p> <p>Begin to sequence pictures to show time order.</p>	<p>Sort events or objects into groups (i.e., then, and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past, including role-play.</p> <p>Talk, draw or write (reports, labelling, simple recount) about aspects of the past.</p> <p>Begin to use ICT to communicate and understand facts.</p>	<p>Use a wide vocabulary of everyday historical terms to describe objects, people, or events in history.</p> <p>Speak about how he/she has found out about the past e.g., through role-play.</p> <p>Make labelled drawings, tables and writes sentences, speaking (including in drama) and uses ICT to begin to show ideas.</p> <p>Present historical information in a simple nonchronological report, independent writing, chart, structural model, fact file, quiz, story, or biography.</p>	<p>Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama.</p> <p>Comments on the usefulness and accuracy of different sources of evidence.</p> <p>Researches a specific event from the past to then write about this.</p> <p>Organise answers well. State conclusions.</p> <p>Give reasons for ideas Uses some dates and historical terms</p>	<p>Communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Embed events within the wider historical context of the time period.</p> <p>Display findings in a variety of ways - work independently and in groups.</p> <p>Construct own responses, beginning to select and organise relevant Historical information.</p>	<p>Present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p> <p>Provide an account of a historical event based on more than one source.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>	<p>Communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>

Investigating the Past (Historical Enquiry)

Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand why and how questions.</p> <p>Asks who, what, when and how.</p>	<p>Ask questions or make remarks about illustrations in a book they are reading which may be set in the past.</p> <p>Begin to recognise that characters in a book they know acted as they did because it was a long time ago.</p>	<p>Respond to simple questions about the past.</p> <p>Observe and handle artefacts and ask simple questions about the past.</p> <p>Offer an opinion as to why something may have happened in the past and why they know</p> <p>Explore events, look at pictures and ask questions e.g. "Which things are old, and which are new?" or "What were people doing?"</p>	<p>Look carefully at pictures and objects to find information and respond to simple questions about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Ask and answer questions such as: 'what was it like for a?,' 'what happened in the past?' 'how long ago did happen?'</p> <p>Begin to understand the reasons why people in the past acted as they did from a range of sources.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>Use a range of sources to find out about a period.</p> <p>Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.</p> <p>Explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>Understand the difference between primary and secondary sources of evidence.</p> <p>Suggest sources of evidence from a selection provided to use to help answer questions.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Ask a variety of questions.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Use a wide range of evidence to build up a picture about the past.</p> <p>Realise that there is often not a single answer to historical questions.</p> <p>Devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</p>	<p>Recognise primary and secondary sources.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Investigate own lines of enquiry by posing historically valid questions to answer</p> <p>Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

Thinking like a Historian

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Look at or touch objects from the past and comment on appearance with adult prompts.</p>	<p>Give a reason for why something has changed between now and the past.</p> <p>Recognise that the past is different from today.</p>	<p>Begin to identify and recount historic details from the past from sources e.g., pictures/stories .</p> <p>Begin to understand that an invention can sometime have a positive impact on an artefact we use every day, for example, television.</p> <p>Talk about some people and events that they have studied and give reasons for their actions.</p> <p>Consider the differences between 'long ago' and 'now.'</p>	<p>Appreciate the people in the past who have contributed to national and international achievements.</p> <p>Recount historic details from eye-witness accounts, photos, and artefacts.</p> <p>Begin to reflect on the significance of what has been learnt from the past.</p> <p>Develop an awareness of the past and comment on how they found out.</p>	<p>Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied.</p> <p>Start to compare two versions of a past event.</p> <p>Observe and use pictures, photographs, and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>Look at more than two versions of the same event or story in history and identifies differences.</p> <p>Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p> <p>Begin to talk about the impact of a past action on our lives today.</p> <p>Talk about similarities and differences between contrasting times in the past according to the periods of history studied.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Realise that there is often not a single answer to historical questions.</p> <p>Discuss trends over time.</p> <p>Recognise the relationship between different periods and the legacy or impacts for people today.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Form own opinions about historical events from a range of sources</p>