



Progression Map

History - Progression map

Year group	Chronological understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and Communication
Nursery	*Begin to make sense of their own life-story and family's history.				
Reception		*Comment on images of familiar situations in the past.	*Compare and contrast characters from stories, including figures from the past.		
Year 1	*Sequence events in their life *Sequence 3 or 4 artefacts from distinctly periods of time	*Recognise the difference between past and present in their own and other's lives *They know and recount episodes from stories about the past	*Use stories to encourage children to distinguish between fact and fiction Compare sources talking about the past – how reliable are their memories?	*Find answers to simple questions about the past from sources of information e.g. artefacts	*Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...
Year 2	*Sequence artefacts closer together in time *Sequence photographs etc. from different periods of history	*Recognise why people did things, why events happened and what happened as a result *Identify differences between ways of life at different times	*Compare 2 versions of a past event *Compare pictures or photographs of people or events in the past *Discuss reliability of photos/accounts/stories	*Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	
Year 3	*Place the time studied on a timeline	*Find out about everyday lives of people in time studied	*Identify and give reasons for different ways in which the past is represented	*Use a range of sources to find out about a period *Observe small details – artefacts, pictures	*Recall, select and organise historical information



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	<ul style="list-style-type: none"> *Use dates and terms related to the study unit and passing of time 	<ul style="list-style-type: none"> *Compare with our life today *Identify reasons for and results of people's actions *Understand why people may have wanted to do something 	<ul style="list-style-type: none"> *Distinguish between different sources – compare different versions of the same story *Look at representations of the period – museum, cartoon etc. 	<ul style="list-style-type: none"> *Select and record information relevant to the study *Begin to use the library and internet for research 	<ul style="list-style-type: none"> *Communicate their knowledge and understanding – providing children with a creative opportunity to independently present their work
Year 4	<ul style="list-style-type: none"> *Place events from period studied on time line *Use terms related to the period and begin to date events *Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> *Use evidence to reconstruct life in time studied *Identify key features and events of time studied *Look for links and effects in time studied *Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> *Look at the evidence available *Begin to evaluate the usefulness of different sources *Use text books and historical knowledge 	<ul style="list-style-type: none"> *Use evidence to build up a picture of a past event *Choose relevant material to present a picture of one aspect of life in time past *Ask a variety of questions *Use the library and internet for research 	
Year 5	<ul style="list-style-type: none"> *Know and sequence key events of time studied *Use relevant terms and period labels *Make comparisons between different times in the past 	<ul style="list-style-type: none"> *Study different aspects of different people – differences between men and women *Examine causes and results of great events and the impact on people *Compare life in early and late 'times' studied *Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> *Compare accounts of events from different sources – fact or fiction *Offer some reasons for different versions of events 	<ul style="list-style-type: none"> *Begin to identify primary and secondary sources *Use evidence to build up a picture of a past event *Select relevant sections of information *Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> *Select and organise information to produce



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Year 6	<ul style="list-style-type: none">*Place current study on time line in relation to other studies*A living graph/timeline – move significant times up/down in regards to most powerful with a justifiable reason*Use relevant dates and terms	<ul style="list-style-type: none">*Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares views and feelings*Compare beliefs and behaviour with another time studied*Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation*Know key dates, characters and events of time studied	<ul style="list-style-type: none">*Link sources and work out how conclusions were arrived at*Consider ways of checking the accuracy of interpretations – fact or fiction and opinion*Be aware that different evidence will lead to different conclusions*Confidently use the library and internet for research	<ul style="list-style-type: none">*Recognise primary and secondary sources*Use a range of sources to find out about an aspect of time past*Suggest omissions and the means of finding out*Bring knowledge gathered from several sources together in a fluent account	structured work, making appropriate use of dates and terms
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