

History Progression Map (Early Years)

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.	
3 – 4 Nursery	4 – 5 Reception
<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history • Show interest in different occupations.’ Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries.
Early Learning Goals – To be used as a guide at the end of reception for a ‘best fit’ approach. ELG: Past & Present <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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. 	

History Progression Map (Years 1 -6)

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology/ Historical knowledge	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects.</p> <p>Use a timeline to place important events.</p> <p>Use words and phrases such as: <i>now, 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.</i></p>	<p>Briefly describe features of particular events from family, local, national and global history. <i>E.g. Briefly explain the significance of the poppy.</i></p> <p>Independently sequence events in order of when they happened, using a given scale.</p> <p>Understand and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</i></p> <p>Independently sequence events in order of when they happened, using a given scale, including events they have previously learnt about.</p> <p>Briefly describe features of particular people from family, local, national and global history. <i>E.g. Retell the story of Florence Nightingale</i></p>	<p>Identify details from several themes, societies, events and significant people covered in global history. <i>E.g. Identify some of the achievements made by Ancient Egyptians.</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. <i>E.g. Group a few events, structures and artifacts belonging to the Bronze and Iron Ages.</i></p>	<p>Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. <i>E.g. Recall a number of details about the impact of the Romans.</i></p> <p>Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.</p> <p>Sequence a number of the most significant events, objects, themes, societies, periods and people in topics using some dates, period labels and terms.</p> <p>Understand some features associated with themes, societies, people and events. <i>E.g. Understand aspects of life in Mayan times.</i></p>	<p>Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. <i>E.g. Select from a range of material and sequence using appropriate labels and dates many of the main Ancient Greek developments, people and events.</i></p> <p>The child can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.</p>	<p>Provide overviews of the most significant features of different themes, individuals, societies and events covered. <i>E.g. Give a summary of the main features of the Anglo-Saxon/Viking society.</i></p> <p>Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical concepts	<p>Identify a few similarities, differences and changes occurring within a particular topic. <i>E.g. Identify differences and similarities between early and modern toys.</i></p> <p>Identify at least one relevant cause for, and effect of, the events covered.</p> <p>Give at least one reason why the event was significant.</p> <p>Identify a few similarities, differences and changes occurring within a particular topic. <i>E.g. Changes in homes from then to now.</i></p>	<p>Independently identify a range of similarities, differences and changes within a specific time period.</p> <p>Identify a few relevant causes and effects for some of the main events covered. <i>E.g. Identify several causes, motives and effects of WW1.</i></p> <p>Identify independently a range of similarities, differences and changes within a specific time period. <i>E.g. recognise differences in nursing from different decades.</i></p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Explain why the chosen heroes were so significant in their time period.</p>	<p>Select what is most significant in a historical account. <i>E.g. achievements of the Ancient Egyptians.</i></p> <p>Describe some relevant causes for, and effects on, some of the key events and developments covered.</p> <p>Describe some similarities, differences and changes occurring. <i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i></p> <p>Provide a reason why two accounts of the same event might differ.</p>	<p>Make valid statements about the main similarities, differences and changes occurring within the topic.</p> <p>Comment on the importance of causes and effects for some of the key events and developments within topics. <i>E.g. Explain why some reasons were important in changing the nature of our modern life.</i></p> <p>Explain why some aspects of historical accounts, themes or periods are significant. <i>E.g. Explain why Roman achievements were significant.</i></p> <p>Make valid statements about the main similarities, differences and changes occurring within topics.</p> <p>The child can comment on a range of possible reasons for differences in a number of accounts.</p>	<p>Explain reasons why particular aspects of a historical event, development, society or person were of particular significance. <i>E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i></p> <p>Explain how and why it is possible to have different interpretations of the same event or person. <i>E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</i></p> <p>Identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics. <i>E.g. Recognise several different representations and interpretations about Sparta.</i></p> <p>Place several valid causes and effects in an order of importance relating to events and developments. <i>E.g. List several causes and place them in an order of importance as to why the Anglo-Saxons came to Britain.</i></p> <p>Provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. <i>E.g. the Roman withdrawal leading to the invasion of Northern Britain.</i></p>	<p>Explain the role and significance of different causes and effects of a range of events and developments. <i>E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.</i></p> <p>Compare similarities, differences and changes within and across some topics, <i>e.g. in terms of importance, progress or the type and nature of the change. (Change in ruler)</i></p> <p>Explain reasons why particular aspects of a historical event, development, society or person were of particular significance, now and then in different aspects of life.</p> <p>Explain how and why it is possible to have different interpretations of the same event or person, <i>E.g. Education, artefacts, stories.</i></p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<p>Explore events, look at pictures and ask questions <i>E.g. Which things are old and which are new? Or What were people doing?</i></p> <p>Extract information from difference types of sources: written, visual or oral. <i>E.g. Artifacts (old toys), pictures, a story, a letter.</i></p> <p>Explore events, look at pictures and ask questions <i>E.g. What were people doing? How did that happen? What is different?</i></p> <p>Extract information from difference types of sources: written, visual or oral <i>E.g. Extract some relevant information about the life of a child in that time from pictures, artifacts or a story.</i></p>	<p>The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about WW1 and remembrance.</p> <p>Select information independently from several different types of source including written, visual and oral sources and artifacts to answer historical questions. <i>E.g. choose several different sources to select information about the key features of the life of a local hero or heroine.</i></p>	<p>Ask valid questions for enquiries and answer using a number of sources. The child can understand how sources can be used to answer a range of historical questions.</p> <p>Understand how sources can be used to answer a range of historical questions. <i>E.g. Describe how particular sources help provide evidence about different periods.</i></p>	<p>Devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. <i>E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.</i></p> <p>Recognise possible uses of a range of sources for answering historical enquiries. <i>E.g. Use a range of different sources to reconstruct aspects of Mayan life.</i></p> <p>Devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p>	<p>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success of the Greeks, select appropriate evidence and use this to produce a valid conclusion.</i></p> <p>Reach a valid conclusion based on devising and answering questions relating to a historical enquiry. <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>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success/failures of the Vikings, select appropriate evidence and use this to produce a valid conclusion.</i></p> <p>Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. <i>E.g. Select evidence that supports their judgements of how the war affected the local area</i></p>

