

## History Progression Map

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Sequence events or objects in chronological order	Sequence artefacts closer together in time  Sequence events  Sequence photos etc from different periods of their life  Describe memories of key events in lives	Place a time studied on a time line  Sequence events or artefacts  Use dates related to the passing of time	Place events from period studied on a time line  Use terms related to the period and begin to date events  Understand more complex terms e.g. BCE/AD	Place current study on time line in relation to other studies.  Know and sequence key events of time studied  Use relevant terms and periods labels  Relate current studies to previous studies  Make comparisons between different times in history	Place current study on time line in relation to other studies.  Use relevant dates and terms  Sequence up to ten events on a time line

<p>Range and Depth of Historical Knowledge</p>	<p>Begin to describe similarities and differences in artefacts.</p> <p>Drama – why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past</p>	<p>Find out about people and events in other times</p> <p>Collections of artefacts- confidentially describe similarities and differences</p> <p>Drama – develop empathy and understanding (hot seating, sp, and listening)</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people’s actions</p> <p>Understand why people may have had to do something</p> <p>Study the change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p>	<p>Study different aspects of life of different people- differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Study and ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare the beliefs and behaviour with another period studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates. Characters and events of time studied</p> <p>Compare and contrast ancient civilisations</p>
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<p>Interpretations of History</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>(Photos, BBC website)</p>	<p>Compare pictures of photographs of people or events in the past</p> <p>Be able to identify different ways to represent the past</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness</p> <p>Look at representations of the period – museum, cartoons, etc.</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p>	<p>Compare accounts of events from different sources. Fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confident use of the library etc. for research</p>
<p>Historical Enquiry</p>	<p>Sort artefacts “then” and “now”</p> <p>Use as wide a range of sources as possible</p> <p>Speaking and listening (links to literacy)</p> <p>To ask and answer questions related to different</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers</p> <p>Sequence a collection of artefacts</p> <p>Use of timelines</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>Bring knowledge gathering from</p>

	sources and objects	Discuss the effectiveness of sources	Begin to use the library, e-learning for research  Ask and answer questions	Use the library, e-learning for research	Confident use of library, e-learning, research	several sources together in a fluent account
Organisation and Communication	Time lines (3D with objects/sequential pictures)  Drawing  Drama/role play  Writing (reports, labelling, simple recount)  ICT	Class display/museum  Annotated photographs  ICT	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	Select data and organise it into a data file to answer historical questions  Know the period in which the study is set  Display findings in a variety of ways  Work independently and in groups	Fit events into a display sorted by theme time  Use appropriate terms, matching dates to people and events  Record and communicate knowledge in different forms  Work independently and in groups showing initiative	Select aspect of study to make a display  Use a variety of ways to communicate knowledge and understanding including extended writing  Plan and carry out individual investigations

