



History Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Recount past changes from their own lives</p> <p>Sequence events in chronological order</p>	<p>Place historical figures, events and artefacts in order on a given timeline using dates where appropriate</p> <p>Add labels to timelines</p>	<p>Use dates to place events, artefacts and historical figures on a timeline</p>	<p>Understand that changes occur over time.</p> <p>Add evidence and date to timeline to represent this</p> <p>Use dates and historical terminology to describe events</p>	<p>Identify significant changes within and across historical periods studied</p> <p>Understand that continuity and change occurs over time</p> <p>Add evidence and dates to timeline to represent this</p>	<p>Describe and explain key changes in historical period (political, social, cultural, religious and technological)</p> <p>Relate current studies to previous learning and make comparisons between different times in history</p>
Investigating and Interpreting	<p>Begins to use sources to identify some details and answer some simple questions</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>Ask and answer questions such as What was it like? What happened?</p>	<p>Study two different accounts of the same event, exploring similarities and differences</p> <p>Refer to more than one source of evidence for more accurate understanding of events</p>	<p>Give reasons why separate versions of the same event may differ in the accounts</p> <p>Explore main events and changes in history giving causes and consequences</p> <p>Independently suggest sources of evidence to answer their questions</p>	<p>Select reliable sources of evidence to answer questions about the past</p> <p>Appreciate that there is not always a single answer to a historical question about the past</p> <p>Begin to understand the concept of propaganda – know that people (now and</p>	<p>Select suitable sources of evidence giving reasons for the choice</p> <p>Explore all available evidence to form their own opinion on a historical event</p> <p>Evaluate the usefulness and accuracy of different sources of evidence</p>



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				Understand the difference between primary and secondary sources of evidence	in the past) may represent events in ways that persuade others	Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretation of history
Knowledge and Understanding	Identify key events and people	<p>Give reasons why people from the past acted in the ways they did</p> <p>Use information gained from research to describe differences between then and now</p>	<p>Describe features of periods studied e.g. clothes, beliefs, homes, attitudes</p> <p>Describe similarities and differences between people events and objects</p>	Give reasons for the changes in the features of the period studied e.g. clothes, homes, beliefs	<p>Describes causes and consequences of the main events, situations and changes in the period studied</p> <p>Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world</p> <p>Identifies links and changes within and across the time periods and localities studied</p>	<p>Explain and evaluate causes and consequences of the main events, situations and changes in the period studied</p> <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world</p>



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Vocabulary	Past, old, new, recent, young, days, months	Recently, before, after, now, later, a long time ago	Century, decade, BC and AD, prehistory,	During, chronology, era, dates, time, period, change, Anglo Saxons, Romans	Legacy, period	continuity, social, religious, political, technological, cultural
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