

Eastcote Primary Academy - History Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Remember and talk about simple events	Talk about past and present events building understanding of chronology.	<ul style="list-style-type: none"> -Use chronological vocabulary/phrases such as before I was born, when my mummy/daddy was little. -Order 3 or 4 artefacts from different periods of time. -Understand and be able to talk about changes that have happened within their own life. -Recognise the difference between the past and present -Know that things have changed since their parents and grandparents were children. -Recognise simple differences between their lives and people's lives in the past. 	<ul style="list-style-type: none"> -Use chronological vocabulary such as more than 100 years ago, hundreds of years ago, past, present, future in their oral and written work. -Connect new learning around historical people and events to others they have learnt about previously. -Say how their lives and people's lives in the past are different using the word 'because' to explain. 	<ul style="list-style-type: none"> -Use chronological vocabulary such as AD, ancient, artefact, BC, century and some approximate dates in oral and written work. -Sequence four of the time periods/ events/people studied into order. -Know dates for key events and historical figures within their studied period of time. -Be able to use historical terms and understanding of time to sequence events, people, artefacts. -Recognise differences and similarities between two named societies in the same time period. (Ancient Egypt and the Iron Age). 	<ul style="list-style-type: none"> -Increasing use of chronological vocabulary such as AD, ancient, artefact, BC, century, decade and dates in oral and written work. -Sequence five of the time periods/events /people studied into order -Use dates accurately when ordering events from a significant period in history such as the Roman Invasion of Britain. 	<ul style="list-style-type: none"> -Increasing use of chronological vocabulary such as AD, BC, decade in written and oral work. Make approximations and use the phrase, 'xx years ago'. -Compare societies' governance/ structure across the same time period and different locations. (Maya and UK: Anglo Saxons and Vikings c900) -Sequence six of the time periods/events/people studied into order. -Know and sequence key events of the time studied. -Know and explain the chronology of different time periods. -Make comparisons between different times in the past. Use knowledge to make connections and contrasts. -Identify how things have changed and stayed the same. 	<ul style="list-style-type: none"> -Increasing chronological understanding in using phrases such as: during the reign of, throughout the XX period, during the reign of xx in written and oral work. -Sequence and overlap the time periods studied. -Know and sequence key events of historical events and people from past societies, using relevant terms and period labels. -Know and describe main changes within a period (social, cultural, political, religious). -Compare beliefs and behaviour in different periods of time.

<p>Chronological Understanding- timelines</p>	<p>With support, uses a visual timetable to identify what comes next.</p>	<p>Uses a visual timetable to identify what comes next.</p>	<p>-Understand that a timeline is used to show the order of events - it is a line showing the passage of time, events that happened earliest go first on the timeline. -Label a timeline with pictures, words or phrases. -Use a timeline to order events in their life -Use a timeline to put at least 3 objects from recent history on a timeline</p>	<p>-Understand that a timeline is used to show the order of events - it is a line showing the passage of time. -Know that events that happened earliest go first on the timeline. -Use a timeline to to sequence artefacts and events. -Give reasons for their order (where appropriate be able to use dates to talk about these events).</p>	<p>-Use a timeline including BCE and split into 500 year intervals. -Know that events that happened earliest go first on the timeline. -Know when (approximate dates) the studied time in history took place and be able to correctly place on a timeline. -Use knowledge to place key events on a timeline and justify their placement using dates.</p>	<p>-Use a timeline including BCE and split into 500 year intervals. -Know when (approximate dates) the studied time in history took place and be able to correctly place on a timeline. -Identify where this period fits compared to previously studied events. -Know key events that happened within their studied time and be able to correctly place on a timeline. -Use knowledge of timelines, the dates and events to justify their placement.</p>	<p>-Use a timeline to plot key world events or themes into centuries. -Use a timeline to explain the chronology of different time periods and how they relate to one another. -Use knowledge to create timelines outlining the development of specific features (i.e. democracy, governance) identifying where key changes happened.</p>	<p>-Place key historical events and people from past societies accurately on a timeline. -Know and explain the chronology of different time periods and how they relate to one another on a timeline. -Use knowledge to create timelines outlining the development of specific features, identifying periods of rapid change and contrasting with times of relatively little change. -Sequence and overlap the time periods studied on a timeline -Use a timeline to represent concepts of continuity and change over time (periods of rapid change contrasted with periods of little change)</p>
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<p>Historical Interpretation</p> <ul style="list-style-type: none"> -opinions -conjecture -role play -reasoning -human elements -bias 	<p>Begin to develop understanding of growth and change</p>	<p>Make observations of change.</p> <p>Be able to talk about changes that have been seen.</p>	<ul style="list-style-type: none"> -Give chn opportunities to find out about the past using museums, tv programmes, diaries, stories. -Play with/mimic using objects/replicas from the past. -Make guesses about how an object was used in the past. -Be able to answer questions using a range of artefacts, photographs, pictures and use to recount some facts. -Use stories to study fact and fiction. -Know how to find out more about a person from the past (Ignatius Sancho) using evidence. -Be able to talk about them and actions that they took. -Understand that there are reasons for people's actions. -Know and provide simple examples of how their actions changed the way we do things now. 	<ul style="list-style-type: none"> -Make guesses about how an object was used in the past using 'because' to elaborate on their ideas. -Researching important people and events (Great Fire of London, Florence Nightingale, Mary Seacole) from history, explaining how it changed the way we do things now. -Say how their lives and people's lives in the past are different using the word because to explain. -Know that some forms of evidence are more reliable than others when finding out about the past. -Compare adults talking about the past to see how reliable their memories are. -Be able to talk about the causes of historical events or the reasons why people acted in the way they did. -Know and explain what impact the Great Fire of London has had on the way we live today. 	<ul style="list-style-type: none"> -Create questions to ask a person from a specific time period and conduct role play in character. -Say what an anachronism is. -Know that accounts of the same event may differ. -Compare different versions of the same story and different accounts of the same event. Be able to identify differences and similarities. -Begin to explain why events happened and why people acted as they did. -Use literacy, maths and computing skills to communicate this information. -Begin to explain how these events have shaped our lives today. 	<ul style="list-style-type: none"> -Write as a person in a historical context with some elaboration on your thoughts and feelings about the event that you are experiencing. -Develop understanding of anachronisms. -Know that accounts of the same event may differ. -Be able to identify differences and similarities and explain some of the reasons why the accounts may differ. - Use knowledge to identify which sources will be most useful for research purposes. -Know about features of life in the past (including beliefs, attitudes and experiences). Use this knowledge to infer why people in the past acted as they did. Use literacy, maths and computing skills to communicate this information. -Learn about key events in the past and interpret evidence to suggest why they happened as they did. Explain how these events have shaped our lives today. 	<ul style="list-style-type: none"> -Know that there are a range of representations and sources of the past. Understand that our knowledge of the past is constructed from a range of sources. -Understand that a historical figure can be both hero and villain in the eyes of society/their community. -Identify bias in historical sources. -Justify written opinions using sources. -Carefully consider and select the most reliable information and evidence to use. Use literacy, maths and computing skills to clearly communicate information about the past. Present the information in original ways. -Know that accounts of the same event may differ. Be able to compare and contrast accounts of past events -Understand the social, ethnic, cultural and religious diversity of past societies. Understand how beliefs and attitudes can affect how events are viewed and retold. Know that historians must understand the social context of evidence studied before use. -Know about key events in the past and understand their impact on people. Learn about how propaganda was used 	<ul style="list-style-type: none"> -Independently conduct research using a variety of sources. -Select suitable sources and give reasons for their choices. -Be able to give more than one reason to support a historical argument. -Fact check their writing against historical sources. -Devise and answer historical questions about change, cause, similarities and differences. -Know that our knowledge of the past is constructed from a range of sources. Study examples of specific sources that built up a picture of the past. Know that different evidence could lead to different conclusions. --Evaluate a source's integrity. Begin to know how to check the accuracy of interpretations. Link sources and work out how sources were arrived at. Clearly communicate why sources were chosen and and present information about the past in original ways. -Understand the social, ethnic, cultural and religious diversity of past societies. Learn about beliefs and behaviours of people, knowing that not everyone shares the same view. Compare beliefs and behaviours with another time studied. Know that
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<p>Historical Enquiry</p> <ul style="list-style-type: none"> -investigating sources -research -finding information -artefacts <p>Asking questions</p> <p>Answering questions</p>	<p>Question why things happen.</p>	<p>Answer how and why questions about experiences and in response to events.</p>	<ul style="list-style-type: none"> -Talk to and ask older people questions to find out about when they were children. -Ask and answer simple questions about images and old and new artefacts by looking at them such as: What was it like for people? What happened? How long ago? -Know different types of evidence we have from the past: artefacts, records, images -Understand how evidence is collected and used to make historical facts. 	<ul style="list-style-type: none"> -Find out about a person in history by reading about them. -Ask and answer questions about photographs and artefacts. -Know which sources will help us find out about the past (information books, internet searches, pictures..) and how to use them. -Understand how to use the internet and other sources to research Florence Nightingale or Mary Seacole -Ask questions to learn more, such as: What was it like for people? What happened and why? How long ago? Be able to make suggestions on how they could find answers. -Use specific sources (i. e. information books, internet searches, pictures) to answer questions about the past. Observe, handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> -Know that archaeologists help us learn more about the past. Recognise the work that archaeologists do and how their investigations are carried out. -Know which sources will help us find out about the studied period, developing research skills to find key facts. -Know that using more than one source of evidence will help gain a more accurate understanding of life in the studied period. 	<ul style="list-style-type: none"> -Know which sources will help us with their historical enquiry, developing research skills to find key facts. -Understand the difference between a primary and secondary source of information. -Choose sources that will provide answers to their own inquiries. -Answer questions more accurately and use different forms to present findings. -Compare and contrast different forms of evidence. -Know that using more than one source of evidence for their historical enquiry will help gain a more accurate understanding of life in the studied period. 	<ul style="list-style-type: none"> -Begin to identify primary and secondary sources. -Understand the importance of using a range of source material when conducting research to gain more accurate understanding. -Identify what a source cannot tell its viewer. -Make suitable evidence choices to support enquiry and to devise and answer historical questions. -Understand that some evidence may not be a full reflection of the past, such as propaganda. -Use what they have found out about the past to provide simple reasons to support an historical enquiry. -Know how historical artefacts have helped us understand more about lives in the past and present. -Use prior knowledge to devise their own historical questions, refining them when needed. 	<ul style="list-style-type: none"> -Know about a wide range of sources of evidence and how to deduce information about the past. - Understand that no single source gives the full answer to an enquiry. Recognise primary and secondary sources. -Independently conduct research using a variety of sources. -Select suitable sources and give reasons for their choices. -Be able to give more than one reason to support a historical argument. -Fact check their writing against historical sources. -Know what change and cause mean within historical enquiry. Use knowledge from prior learning of periods of time to devise their own historical questions around aspects of change, cause and similarities and differences in time, refining them when needed over their enquiry. -Know how historical artefacts have helped us understand more about lives in the past and present. -Know that comparing and contrasting sources of evidence will help gain a more accurate understanding of changes (and their cause) to life. Be able to use different forms to present answers.
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