

EUXTON C OF E PRIMARY SCHOOL PROGRESSION MAP - HISTORY

	Chronology	Events, People and Changes	Interpretations	Enquiry	Communication
Reception	<ul style="list-style-type: none"> talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another. 		<ul style="list-style-type: none"> Talk and draw about past and present events in their own lives
Year 1	<ul style="list-style-type: none"> Recognise the distinction between past and present Sequence some artefacts and events Describe memories and changes that have happened in their own lives. Use words and phrases concerned with the passing of time such as: <i>a long time ago, before, after, old, new</i> to show passage of time 	<ul style="list-style-type: none"> Recognise some similarities and differences between the past and the present Describe some changes within their living memory Retell some events that have historical significance. Show awareness of significant individuals from the past. 	<ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past. Recognise that there are different types of evidence and sources that can be used to help represent the past 	<ul style="list-style-type: none"> Ask simple questions about the past. Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; 	<ul style="list-style-type: none"> Show an understanding of historical terms, such as monarch, parliament, government, war, the Gunpowder Plot, The Great Fire of London, the Moon Landing, Ernest Shackleton, Victorian Toys Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past;
Year 2	<ul style="list-style-type: none"> Recognise the distinction between past and present Sequence artefacts and events. Order dates from earliest to latest on simple timelines Describe memories and changes that have happened in their own lives. Use words and phrases concerned with the passing of time such as: <i>a long time ago, before, after, old, new, oldest, newest, earliest, latest, past,</i> 	<ul style="list-style-type: none"> Recognise similarities and differences between the past and the present Identify similarities and differences between ways of life in different periods. Describe changes within their living memory. Retell events that have historical significance. Describe significant individuals from the past and show awareness of how they contributed to 	<ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past. Explain that there are different types of evidence and sources that can be used to help represent the past 	<ul style="list-style-type: none"> Observe or handle evidence to ask simple questions about the past. Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 	<ul style="list-style-type: none"> Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; the Gunpowder Plot, The Great Fire of London, The Moon Landing, Ernest Shackleton, Victorian Toys Talk, write and draw about things from the past;

	<i>present, future, century, modern</i> to show passage of time	national/international achievements. <ul style="list-style-type: none"> Understand that there are reasons why people in the past acted as they did. 			<ul style="list-style-type: none"> Use historical vocabulary to retell simple stories about the past;
Year 3	<ul style="list-style-type: none"> Demonstrate awareness that the past can be divided into different periods of time Use some dates and historical terms and place topics studied into different periods Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Explore trends and changes over time 	<ul style="list-style-type: none"> identify key features, aspects and events of the time studied; Identify key changes over a period of time and give reasons for changes; Find out about the everyday lives of people in time studied compared with our life today; Describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<ul style="list-style-type: none"> Recognise that our knowledge of the past is constructed from different sources of evidence. Use a range of sources to find out about the past; construct responses about life/events in the past by selecting relevant information; 	<ul style="list-style-type: none"> Regularly address and sometimes devise own questions to find answers about the past; Begin to undertake their own research 	<ul style="list-style-type: none"> Use and understand appropriate historical terms and vocabulary to communicate information such as Stone Age, Bronze Age, Iron Age, Paleolithic, Mesolithic, Neolithic. Communicate and organise ideas about the past Start to present ideas based on their own research about a studied period.
Year 4	<ul style="list-style-type: none"> Identify where events and people fit into a chronological framework. Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart Explore links and contrasts within and across different periods of time. 	<ul style="list-style-type: none"> identify key features, aspects and events of the time studied; Note key changes over a period of time and be able to give reasons for those changes; Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today; Describe connections and contrasts between aspects of history, people, events and artefacts studied. Make some links between and across periods, such as the differences between clothes, food, buildings or transport. 	<ul style="list-style-type: none"> Recognise how sources of evidence are used to make historical claims. Use a range of sources to find out about the past; Construct informed responses about life/events in the past through careful selection and organisation of relevant information; 	<ul style="list-style-type: none"> Devise historically valid questions and undertake research to find answers about the past Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Gather more detail from sources such as maps to build up a clearer picture of the past; 	<ul style="list-style-type: none"> Discuss significant aspects of the connections between different historical events Use relevant and appropriate historical terms and vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, resistance; Present, communicate and organise ideas about the past

Year 5	<ul style="list-style-type: none"> • Order significant events and dates accurately on a timeline • Accurately use dates and terms to describe historical events; • Understand and describe in detail the main changes to an aspect in a historical period; • Understand how some historical events/periods occurred concurrently in different locations 	<ul style="list-style-type: none"> • Describe key features of the past, including attitudes, beliefs and everyday lives. • Identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of events and the impact these had on people; 	<ul style="list-style-type: none"> • Find and analyse a wide range of evidence about the past; • Start to understand the difference between primary and secondary sources • Use a range of evidence to offer some clear reasons for different interpretations of events • Consider different ways of checking the accuracy of interpretations of the past; • Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> • Use primary and secondary sources to investigate the past; • Use a wide range of sources to collect evidence about the past • Select relevant information to address historically valid questions and construct informed responses; • Investigate their own lines of enquiry by posing historically valid questions to answer. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing
Year 6	<ul style="list-style-type: none"> • Order significant events and dates accurately on a timeline, both within and across historical periods. • Accurately use dates and terms to describe historical events; • Understand and describe in some detail the main changes to an aspect in a historical period; • Understand how some historical events/periods occurred concurrently in different locations 	<ul style="list-style-type: none"> • Identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of events and the impact these had on people; • describe key features of the past, including attitudes, beliefs and everyday lives. 	<ul style="list-style-type: none"> • Find and analyse a wide range of evidence about the past; • Understand the difference between primary and secondary sources and the impact of this on reliability; • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • Consider different ways of checking the accuracy of interpretations of the past; 	<ul style="list-style-type: none"> • Use primary and secondary sources to investigate the past; • Use a wide range of sources to collect evidence about the past • Select relevant sections of information to address historically valid questions and construct detailed, informed responses; • Investigate their own lines of enquiry by posing historically valid questions to answer. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing

			<ul style="list-style-type: none">• Show an awareness of the concept of propaganda;• Know that people in the past represent events or ideas in a way that may be to persuade others;• Evaluate the usefulness of different sources	
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