



HISTORY

Progression Map

HISTORY PROGRESSION MAP



Vocabulary

Chronology
Sequence
Similarities
Differences
Timeline
Elapse
Source
Ancient
Modern
Recent

YEAR 1

- Place known events and objects in **chronological order**.
- Sequence events and recount changes within living memory.
- **Use common words and phrases relating to the passing of time.**

YEAR 2

- Show an awareness of the past, **using common words and phrases relating to the passing of time.**
- Describe where the people and events studied fit within a **chronological framework** and identify some similarities and differences between ways of life in different periods.

CHRONOLOGICAL UNDERSTANDING

Progression Map

YEAR 5

- Use dates to **order and place events on a timeline.**

YEAR 4

- Place some historical periods in a **chronological framework**.
- **Use historic terms** related to the period of study.

YEAR 3

- Use an **increasing range of common words and phrases relating to the passing of time.**
- Describe memories of key events in his/her life using historical vocabulary.

HISTORY PROGRESSION MAP



Vocabulary

Enquire
Investigate
Artefacts
Observe
Critical thinking
Compare
Change
Cause
Source

YEAR 1

- Find answers to simple questions about the past from **simple sources** of information.
- Describe some **similarities and differences** between artefacts.
- Sort artefacts from 'then' and 'now'.
- Ask and answer relevant basic questions about the past.

YEAR 2

- Ask and answer questions, choosing and using **parts of stories and other sources** to show that he/she knows and understands key features of events.
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

HISTORICAL ENQUIRY Progression Map

YEAR 4

- **Use sources** of information in ways that go beyond simple observations to answer questions about the past.
- **Use a variety of resources** to find out about aspects of life in the past.

YEAR 5

- **Compare sources** of information available for the study of different times in the past.

YEAR 6

- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful **selection and organisation of relevant historical information**.
- Understand how our knowledge of the past is constructed from a range of sources.
- Make confident **use of a variety of sources** for independent research.

HISTORY PROGRESSION MAP



Vocabulary

National
International
Global
Significant
Commemorate
Contradict
Compare
Period
Evaluate
Reliable
Source

YEAR 1

- Relate his/her own account of an event and understand that others may give a different version.

YEAR 2

- Describe changes within living memory and aspects of change in national life.
- Describe **events beyond living memory that are significant nationally or globally** e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.
- Describe significant historical events, people and places in his/her own locality.

HISTORICAL INTERPRETATIONS

Progression Map

YEAR 5

- **Make comparisons** between aspects of periods of history and the present day.
- Understand that the type of information available depends on the period of time studied.
- **Evaluate the usefulness of a variety of sources.**

YEAR 4

- Understand that **sources can contradict** each other.

HISTORY PROGRESSION MAP



Vocabulary

Source

Century

Decade

Civilisation

Lifetime

Ancient

Modern

Recent

YEAR 1

- Talk, draw or write about aspects of the past.

YEAR 2

- Use a **wide vocabulary of everyday historical terms**.
- Speak about how he/she has found out about the past.
- Record what he/she has learned by drawing and writing.

ORGANISATION AND COMMUNICATION

Progression Map

YEAR 4

- Communicate his/her learning in an organised and structured way, **using appropriate terminology**.

YEAR 5

- Present findings and communicate knowledge and understanding in different ways.
- Provide an account of a historical event based on **more than one source**.

HISTORY PROGRESSION MAP



Vocabulary

Features

Identify

Significant

Contributions

International

Compare

Connections

Contrasts

Trends

YEAR 1

- Understand key features of events.
- Identify some **similarities and differences** between ways of life in different periods.

YEAR 2

- Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to **compare aspects of life in different periods** e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.

YEAR 5

- Give some **reasons** for some important historical events.

YEAR 6

- Describe a **chronologically secure knowledge** and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.
- **Note connections, contrasts and trends** over time and show developing appropriate use of historical terms.
- **Use evidence** to support arguments.
- Describe changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor; a local history study; a study of Ancient Greek life and achievements and their influence on the western world.
- Describe an aspect or theme in British history that extends his/her chronological knowledge beyond 1066; a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

**UNDERSTANDING OF
EVENTS, PEOPLE AND
CHANGES**
Progression Map