



# **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, Walt Disney and Grimm Brothers.

### 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

# HISTORY PROGRESSION MAP



## Vocabulary

### YEAR 1

- Changes within living memory
- The lives of significant individuals in the past
- Significant historical events, people and places in their own locality

### KNOWLEDGE

**Key Stage 1**  
Progression Map

### YEAR 2

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements

# HISTORY PROGRESSION MAP



## Vocabulary

### YEAR 6

- Ancient Greece—a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history—Mayan civilisation c. AD 900.
- A study of a significant turning point in British history (World War II).

### YEAR 3

- Changes in Britain from the stone age to the iron age (Neolithic, Palaeolithic and Mesolithic).
- The Roman Empire and its impact on Britain (the Romanisation of Britain; the invasion of Claudius and conquest, including Hadrian's Wall).
- The achievements of the earliest civilisations—an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.

### KNOWLEDGE

#### Key Stage 2 Progression Map

### YEAR 5

- The achievements of the earliest civilisations—an overview of where and when the first civilisations appeared and a depth study of Ancient Sumer.
- An in-depth study linked to a local study of British history, beyond 1066 (medieval Britain/the Magna Carta).
- A study of the changing power of the monarchs (the Tudors).

### YEAR 4

- Britain's settlement by the Anglo-Saxons (Anglo-Saxon invasion, settlements and kingdoms; Anglo-Saxon laws and justice).
- The Viking struggle for the kingdom of England (The Battle of Hastings and the death of Edward The Confessor in 1066).
- The changing power of monarchs such as Queen Victoria (Victorians).