



Four Oaks Primary School History Progression Map



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Retell past events in correct order</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>Remembers & talks about significant times or events for family & friends</p> <p>Begin to make sense of own life-story & family's history</p>	<p>Use talk to organise, sequence and clarify thinking and events</p> <p>Compare & contrast characters from stories, including figures from the past</p> <p>Comment on images of familiar situations in the past</p>	<p>Sequence events or objects in chronological order (up to 100 years)</p> <p>Sequence events in their life</p> <p>Match objects to people of different ages</p> <p>Uses words and phrases: e.g. then, past, present, before.</p> <p>Becomes familiar with: within living memory/beyond living memory</p>	<p>Sequence historical figures, events and artefacts in order on a given timeline – a given scale beyond 100 years</p> <p>Describe memories of key events in lives</p> <p>Understands the meaning of the terms: within living memory/beyond living memory</p>	<p>Use a timeline to place historical events in chronological order</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Sequence events or artefacts from the time period studied</p> <p>Uses words: century, decade, period</p> <p>Begins to appreciate length of time for different periods</p>	<p>Use a timeline to name and place significant events from past</p> <p>To distinguish between British, local and world history</p> <p>Uses timelines with intervals of years</p> <p>Understand and use more complex terms related to the period e.g. 'nineteenth century' for e.g. 1845</p> <p>To understand length of time for different periods</p>	<p>Use a timeline to place and sequence local, national and international events</p> <p>To use scale to design own timeline to sequence events learned</p> <p>Use relevant specialist terms and phrases: e.g. century, decade, BC, AD, after, before, during and period.</p> <p>Identify changes within and across historical periods</p> <p>To recognise concurrence</p>	<p>Creates own timelines to place events/periods from around the world</p> <p>Use a timeline to place current study on timeline in relation to other studies, and be able to describe the events within the periods studied</p> <p>Use relevant dates and specialist terms to sequence local, national and global history</p> <p>Identify and compare changes within and across different time periods</p> <p>Understand how some historical events occurred concurrently in different locations (e.g. Prehistoric Britain and Ancient Egypt)</p>

Range and Depth of Historical Knowledge	<p>Develop an understanding of growth, decay and changes over time</p>	<p>Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class</p>	<p>Recognise the difference between past and present in their own and others' lives</p> <p>Identify key events, people and recount</p> <p>Give one reason why people did things in the past</p>	<p>Use sources and information to describe the past</p> <p>Find out about people and significant events in other times</p> <p>Identify similarities and differences between different times</p> <p>Give more than one cause of an event and give reasons why people in the past acted as they did.</p>	<p>Use sources of evidence to describe everyday lives of people in time studied</p> <p>Compare the past with our life today e.g. clothes/ beliefs/ homes/ culture etc.</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use sources of evidence to reconstruct life in time studied</p> <p>Describe how some past events and actions of people affect life today</p> <p>Identify and describe the similarities and differences between different times in the past in periods covered so far.</p>	<p>Examine causes and consequences of great events and the impact on people (use evidence to corroborate)</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life with the same aspect in another period (religion/ societies etc.)</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another period studied</p> <p>Use a range of evidence to support an explanation of the cause and effects of an event</p> <p>Know key dates, characters and events of time studied</p> <p>Compare and contrast ancient civilisations</p>
Historical Interpretation	<p>Bring in photographs, videos, visitor</p> <p>Preserve memories of special events e.g. make a book, video, photos</p> <p>Share stories about people from the past who have an influence on the present</p>	<p>Understand the past through settings, characters & events encountered in books read in class & storytelling</p>	<p>Use a range of sources to find out about the past (e.g. photos, stories, adults talking about the past)</p>	<p>Identify different ways that the past is represented or described</p> <p>Compare pictures or photographs of people or events in the past</p>	<p>Identify and give reasons for different ways in which the past is represented (e.g. explore the idea that there are different accounts of history)</p> <p>Distinguish between different sources</p> <p>Compare different version of the same story</p>	<p>Analyse different versions of the same event in history and identify the differences</p> <p>Describe how the past can be represented or interpreted in different ways</p> <p>Begin to evaluate the usefulness of different sources</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation , and that this affects interpretations of history (provenance)</p> <p>Identify and give reasons why there may be different accounts of history (compare events)</p> <p>Evaluate sources of evidence to choose the most reliable form (the three Rs of a source – recent, reliable, relevant)</p>	<p>Explain that the past can be represented or interpreted in many different ways</p> <p>Evaluate sources of evidence to choose the most reliable form</p> <p>Link and analyse sources and work out how conclusions were made.</p> <p>Understand that different views and opinions about people/ events studied can affect interpretations of history (bias/ anachronism)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p>Question why things happened & give explanations</p> <p>Understand why and how questions</p> <p>Asks who, what, when & how</p>	<p>Ask questions to find out more & to check understanding of what has been said</p> <p>Understands questions such as who, why, when, where & how</p> <p>Understands a range of complex sentence structures including tense markers</p> <p>Engage in non-fiction books</p>	<p>Answer simple questions about the past from sources of information such as artefacts/ photographs</p>	<p>Use a wide range of sources/ information to answer questions about the past</p> <p>Analyse an artefact or source</p> <p>Ask questions about the past</p>	<p>Use a range of sources to find out about a period - documents, archived materials, internet, database, etc.</p> <p>Select and record information relevant to the study</p> <p>Ask questions and find answers about the past</p>	<p>Use sources of information to answer questions about the past in sentences</p> <p>Use evidence to build up a picture of the past</p> <p>Answer questions about the past and begin to devise historically valid questions</p> <p>Begin to identify primary and secondary sources</p>	<p>Identify primary and secondary sources</p> <p>Use a range of sources of evidence to build up a picture of life in time studied</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</p> <p>Devise own historically valid questions</p>	<p>Recognise primary and secondary sources</p> <p>Answer and devise own historically valid questions</p> <p>Evaluate a range of historical sources based on reliability and usefulness</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Answer and devise own historically valid questions</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Communication</p>	<p>Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</p>	<p>Use talk to organise, sequence & clarify thinking, ideas, feelings & events</p> <p>Articulate ideas & thoughts in well-formed sentences</p> <p>Ask questions to find out more & to check understanding of what has been said</p> <p>Talk about the lives of the people around them & their roles in society</p>	<p>Sort events or objects into groups – ‘then’ and ‘now’</p> <p>Use timelines to order events or objects</p> <p>Tell stories about the past</p> <p>Talk, write and draw about things from the past</p>	<p>Describe objects, events or people in history</p> <p>Use timelines to order events, objects or significant people</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, story-telling and using technology</p> <p>Drama – develop empathy and understanding (hot seating, sp. and listening)</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role play, story-telling and using technology</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, story - telling and using technology</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role play</p> <p>Plan and present a self-directed project or research about a studied period</p>	<p>Use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations</p>