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| **C:\Users\tinek\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\84C2B70B.tmp** | | **History Progression Map** | | | | | | |
| **KS1**  **N/C Skills** | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.  They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. | | | | | | | |
| **KS2**  **N/C Skills** | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | | | | | | |
|  | **Early Years** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronological understanding (c)** | EY.1 Talk about past and present events in my own life and in the lives of family members?  EY.2Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night? | | 1.1 Place known events and objects in chronological order.  1.2 Sequence events and recount changes within living memory.  Use common words and phrases relating to the passing of time e.g. First, Next, Then | 2.1 Sequence events/ artefacts or pictures e.g. firefighting equipment From Great Fire of London to modern day.  2.2 Put people or events studied into a timeline.  Identify similarities/differences between ways of life in different periods. | 3.1 Place the time studied on a timeline.  Sequence events or artefacts.  3.2 Sequence key years/events or dates on a timeline. | 4.1 Place events from period studied on a time line.  4.2 Use terms related to the period and begin to date events.  4.3 Use more complex terms e.g.BC (Before Christ) and AD (Anno Domini). | 5.1 Place current study on a timeline in relation to other studies.  5.2 Know and sequence key events of a time studied.  5.3 Use relevant terms and period labels.  5.4 Relate current studies to previous studies.  5.5Make comparisons between different times in history. | 6.1 Place current study on time line in relation to other studies.  6.2. Use relevant dates and terms.  6.3 Sequence up to ten events on a time line. |
| **Range and Depth of Historical Knowledge (R&D)** | EY.1 Comment on pictures, stories, artefacts and accounts from the past explaining similarities and differences. | | 1.1 Describe some simple similarities and differences between artefacts.  1.2 Use drama to act out key events. | 2.1 Find out about people and events.  2.2 Use collections of artefacts and describe their similarities and differences.  2.3 Use drama to develop empathy and understanding (hot seating, sp. and listening) | 3.1 Find out about the everyday lives of people in the time studied and make comparisons with our lives today.  3.2 Identify reasons for and results of people’s actions.  3.3 Understand why people may have had to do something. | 4.1 Use evidence to reconstruct life in time studied.  4.2 Offer a reasonable explanation for some events. | 5.1 Study the experiences of different groups of people during the time studied  e.g. men and women; rich or poor. | 6.1 Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings.  6.2 Know Key dates, characters and events of time studied.  6.3 Compare and contrast period studied with another ancient civilisation already studied. |
| **Historical interpretations (HI)** | EY.1 Recognise a familiar event can be represented in different ways e.g. photos, videos, mementos such as saved birthday cards. | | 1.1 Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past. | 2.1 Compare pictures or photographs of people or events in the past.  Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys’ Diary or a story.  2.2 Compare two different versions of the past e.g. Samuel Pepys’ Diary with a newspaper account. | 3.1 Identify and give reasons for different ways in which the past is represented.  3.2 Distinguish between different sources and evaluate their usefulness  e.g. museum artefacts, books, cartoons etc. | 4.1 Evaluate the usefulness of different resources.  Understand that sources can contradict each other. | 5.1 Compare accounts of events from different sources e.g. fact or fiction.  Offer some reasons for different versions of vents e.g. mill owner’s account of factory life vs factory worker) | 6.1 Evaluate source and work out how conclusions were arrived at.  6.2 Evaluate different interpretations  e.g. fact, fiction and opinion.  6.3 Be aware that different evidence will lead to different conclusions. |
| **Historical enquiry (HE)** | EY.1 Answer how and why questions about experiences and in response to stories or events?  EY.2 Use vocabulary such as: how, why, because, find out, I wonder what/if/when/why? | | 1.1 Find answers to some simple questions about the past from simple sources of information.  1.2 Sort artefacts from 'then' and 'now’.  1.3 Ask and answer questions related to different sources and objects. | 2.1 Use different sources and objects to ask and answer questions e.g. who, why, what, how etc.  2.2 Start to use a range of resources. E.g. non-fiction books, ICT etc. | 3.1 Use a range of sources to find out about a period.  3.2 Select and record information relevant to the area of enquiry.  3.3 Begin to use the library and ICT for research. | 4.1 Use sources of information in ways that go beyond simple observations to answer questions about the past.  4.2 Use a variety of resources to find out about aspects of life in the past.  4.3 Use the library and ICT for research.  4.4 Choose relevant material to present a picture of one aspect of the past e.g. research Egyptian farming. | 5.1 Examine causes and results of great events and the impact on people.  5.2 Compare an aspect of life with the same aspect in another period e.g. School life.  5.3 Begin to identify primary and secondary sources.  5.4 Confident use of library and ICT for research. | 6.1 Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  6.2 Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  6.3 Recognise primary and secondary sources confidently.  6.4 Bring knowledge gathered from a range of sources together into a fluent account. |
| **Organising and presenting (O&P)** |  | | 1.1 Use drama/role play to communicate their knowledge of the past.  1.2 Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing about the moon landing. | 2.1 Use drama/role play to communicate their knowledge of the past.  2.2 Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied e.g. simple fact files or reports, letters in role etc.  2.3 Use historical terms such as monarch, parliament, government, war, remembrance or use historically correct nouns when describing or comparing e.g. wattle/daub, squirt, quill etc. | 3.1 Use and understand appropriate historical vocabulary e.g. Stone Age, Iron Age, Hunter Gatherer, Spartan, Athenian, temples, Empire.  3.2 Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. | 4.1 Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conqueror, kingdoms.  4.2 Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y4 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. | 5.1 Begin to use abstract terms such as social, economic, cultural, revolution (industrial).  5.2 Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.  5.3 Provide an account of a historical event based upon more than one source. | 6.1 Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, and religious.  6.2 Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.  6.3 Plan and present a self-directed project about the period studied. |