

History progression map

	Skills	Knowledge	Key Vocabulary
Reception	<ul style="list-style-type: none"> To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<ul style="list-style-type: none"> To know the difference between past and present events in my own life and the lives of family members. To know some reasons why people's lives were different in the past 	Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night, how, why, because, find out, I wonder what/if/when/why? I can see, I saw, same, different, similar, change, what happened?, because, explain?
Year 1	<ul style="list-style-type: none"> To sequence events within living memory. To sort artefacts and images from 'then' and 'now' To describe some simple similarities and differences between artefacts and images. To ask and answer relevant basic questions about the past. To describe changes within living memory and aspects of change in national life. 	<ul style="list-style-type: none"> To know common words and phrases relating to the passing of time. To understand key features of events studied. To identify some similarities and differences between ways of life in different periods. To know about the lives of significant individuals in the past who have contributed to national and international achievements (e.g. the Wright brothers) 	Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times, questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate, find out, explain, facts, reasons, events, actions?
Year 2	<ul style="list-style-type: none"> Place events studied in chronological order. Using the class timeline. To ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events. To speak about how I have found out about the past. To record what I have learned by drawing and writing To find answers to some simple questions about the past from simple 	<ul style="list-style-type: none"> To know common words and phrases relating to the passing of time. To know where significant events / the lives of significant individuals belong on a timeline. To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To know about significant historical events, people and places in my own locality. 	Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades

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	<p>sources of information and observation of artifacts and images.</p>	<ul style="list-style-type: none"> • To use a wide vocabulary of everyday historical terms. • To know and recount an event beyond living memory (e.g. Great Fire of London) 	<p>and centuries, in my lifetime, in my parents /carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times, questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate, find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>
<p>Year 3</p>	<ul style="list-style-type: none"> • Place the events and times studied on a timeline. • To sequence several events or artefacts from different time periods. • Describe key events using historical vocabulary. • Use a range of sources to find out about a period. Observe small details of artifacts and pictures. 	<ul style="list-style-type: none"> • To know an increasing range of words and phrases relating to the passing of time. • To recognise why people did things, and why events happened and what happened as a result. • To understand changes in Britain from the Stone Age to the Iron Age. • To describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of • Ancient Egypt 	<p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?</p>
<p>Year 4</p>	<ul style="list-style-type: none"> • Place the time studied on a timeline, and compare where this fits into topics previously studied. • Use terms related to the period and begin to date events. • Understand more complex Historical terms e.g. BC/AD/CENTURY • Use evidence to reconstruct life in the time studied. • Identify key features and events of time studied. • Look for links and effects in the time studied. • Look at and evaluate the evidence available. 	<ul style="list-style-type: none"> • To know historic terms related to the period of study. • To understand that sources can contradict each other. • To understand the Roman Empire and its impact on Britain • To study aspects of life in Viking society. 	<p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?</p>

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	<ul style="list-style-type: none"> • Begin to evaluate the usefulness of different sources. • Note connections in Historical periods studied. • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Ask and answer a variety of questions. • Use the library and the internet for own personal research. • Answer and begin to devise own Historically valid questions. • Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. • Construct own responses beginning to select and organise relevant Historical information. • Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY 		
Year 5	<ul style="list-style-type: none"> • Sequence key events of the time studied with a greater understanding of time intervals. • Make comparisons between different times in the past and the present day. • Study aspects of people's lives – differences between the lives of men and women – rich and poor. • Examine causes and results of events and their impact on people. • Compare accounts from different sources – fact and fiction. • Offer reasons for different versions of events. • Begin to identify primary and secondary sources • Evaluate the usefulness of a variety of sources. • To present findings and communicate knowledge and understanding in different ways. • To provide an account of a historical event based on more than one source. 	<ul style="list-style-type: none"> • To know key dates and use them to order and place events on a timeline • To understand that the type of information available depends on the period of time studied • To give some reasons for some important historical events • To know about Britain's settlement by Anglo-Saxons and Scots • To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • To know about 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 	Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?
Year 6	<ul style="list-style-type: none"> • To sequence up to 10 events on a timeline. • To find out about the beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views. • Consider ways of checking accuracy of interpretations – fact, fiction and opinion. • Recognise primary and secondary sources. • To address and sometimes devise historically valid questions about 	<ul style="list-style-type: none"> • To construct informed responses that involve thoughtful selection and organization of relevant historical information • To understand how our knowledge of the past is constructed from a range of sources • To have a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study • To note connections, contrasts and trends over time and show developing appropriate use of historical terms 	Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?

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	<p>change, cause, effect, similarity and difference and significance.</p> <ul style="list-style-type: none">• To make confident use of a variety of sources for independent research.• To use evidence to support arguments.	<ul style="list-style-type: none">• To conduct a local history study (e.g. Victorian / Tudor London)• To study of an aspect or theme in British history that extends my chronological knowledge beyond 1066 (e.g. Victorians / Tudors)	
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