



History Whole School Progression Map								
	Pre- School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Use talk to describe significant events in their own lives.</p> <p>Recognise the difference between past and present in their own lives.</p> <p>Begin to understand about the passing of time e.g. within the school day.</p> <p>Understand and use vocabulary: Before, after, past, present, now, then.</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 from the past.</p> <p>Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night</p>	<p>Recognise the distinction between past and present and identify some similarities and differences.</p> <p>Place some events or 2 objects in order using common phrases to show the passing of time.</p>	<p>Recognise and make some distinctions between the past and present in my own and other people's lives.</p> <p>Know where some people and events fit into a chronological framework and begin to use common words and phrases to describe the passing of time -place 3 events, objects or people in order using a scale.</p>	<p>Use timelines to place events in order and recognise that the past can be divided into different periods of time BC/ AD/ century/ decade.</p>	<p>Recognise that the past can be divided into different periods of time and place names, dates and significant events from the past on a timeline.</p> <p>Use specialist dates and terms to talk about different periods and divide recent history into present, 21st century and 20th century.</p>	<p>Use timelines to place and sequence local, national and international events.</p> <p>Sequence historical periods? Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p>	<p>Use timelines to place events, periods and cultural movements from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Describe the main changes in a period in history.</p> <p>Name specific dates of significant events studied from the past and place it correctly on a timeline.</p>
Historical knowledge of events, people and changes in the past	<p>Begin to Talk about past and present events in lives of their family members,</p> <p>Begin to understand things happened in the past to other people.</p> <p>Be introduced to a significant past event- Remembrance Day.</p>	<p>Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</p> <p>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain.</p>	<p>Talk about significant people and events beyond living memory.</p> <p>Tell the difference between the past and present in my own and other people's lives.</p>	<p>Talk about significant individuals and events, beyond living memory, that are significant nationally or globally.</p> <p>Use evidence to explain reasons why people in the past acted as they did.</p>	<p>Use evidence to describe the past? - war, religion, food, society, entertainment/arts, housing, achievements.</p> <p>Use evidence to find out how any of these may have changed during a time period.</p> <p>Describe similarities and differences between people, objects and events.</p>	<p>Demonstrate knowledge and understanding by describing features of past societies and periods and identify some cultural, religious and ethnic diversity.</p> <p>Give reasons for changes within the time period being studied.</p> <p>Explain how events from the past have helped shape our</p>	<p>Make comparisons with social and cultural diversities in societies studied in Britain and the wider world.</p> <p>Identify changes and links within and across the time periods studied (Link Anglo Saxons to Roman Britain)</p> <p>Describe some causes and consequences of the main events, people and changes</p>	<p>Choose reliable sources of factual information.</p>



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					Show changes on a timeline.	lives.	in the periods studied.	
Historical enquiry	<p>Compare and contrast changes to themselves within their own lifetime.</p> <p>Begin to be curious about past events and ask questions about them.</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>Find answers to simple questions about the past from sources of information? (pictures/stories)</p>	<p>Look carefully at pictures or objects to find out information about the past and ask and answer questions such as: What was it like for a...? What happened in the past? How long ago did... happen?</p>	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visitors to collect information about the past.</p> <p>Begin to suggest some sources of information to help answer these questions.</p>	<p>Continue to use a wide variety of sources to collect information about the past.</p> <p>Understand the difference between primary and secondary sources of evidence.</p> <p>Suggest sources of information to help answer questions.</p>	<p>Ask a range of questions about the past and choose reliable sources of evidence to answer questions.</p> <p>Explain why it is a reliable source.</p> <p>Suggest historically valid questions about change, cause, similarity, difference and significance.</p>	<p>Use a wide range of sources including databases, censuses and local council websites to collect information</p> <p>Investigate historical problems and select the most appropriate source to answer my own historically valid questions.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p>
Interpretations of History	<p>Begin to recognise similarities and differences between their own, and their peers past.</p>	<p>Articulate ideas & thoughts in well-formed sentences</p> <p>Ask questions to find out more and to check understanding of what has been said.</p>	<p>Use a range of sources (pictures/ stories) to identify and recount details from the past.</p>	<p>Use a range of sources (books, eye witness accounts, photos, artefacts, buildings, visits, internet) to help me understand why some people or events happened in the past.</p>	<p>Look at two versions of the same event and identify differences.</p>	<p>Give reasons why there may be different accounts of history.</p>	<p>Look at different versions of the same event and identify similarities and differences in the accounts.</p> <p>Give clear and more than one reason why there may be different accounts of history.</p> <p>Recognise that people (now and in the past) can represent events or ideas in ways to persuade others (propaganda etc)</p>	<p>Show clear understanding that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how and why aspects of the past have been represented in different ways.</p> <p>Identify that some evidence is propaganda, opinion or misinformation and that this can affect interpretations of history.</p>



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<p>Organisation and communication</p>	<p>Begin to talk sequentially about some of the things they have observed in their own lives.</p>	<p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Show understanding about the past in different ways (role play, drawing, writing, talking)</p>	<p>Describe objects, people and events. Write own date of birth. Write simple stories/ recounts about the past. Draw labelled diagrams about the past.</p>	<p>Present findings about the past using speaking, writing, ICT and drawing skills. Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.</p>	<p>Present findings about the past using speaking, writing, ICT and drawing skills, data handling and drama. Use dates and terms correctly. Discuss the most appropriate way to present information thinking about the audience.</p>	<p>Present structured and organised findings about the past using speaking, writing, ICT and drawing skills. Can I use dates and terms accurately. Can I choose the most appropriate way to present information thinking about the audience.</p>	<p>Can I select and organise information to produce detailed structured work using historical terminology. Can I present information in the most appropriate way (written explanation/ tables and charts/ labelled diagram).</p>
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