

# History Progression Map



Northchapel Primary School

*Learning first and curious children who aspire to succeed.*

<p><b>Early Years</b></p>	<p><b>0-3 Understanding the World</b> Make connections between the features of their family and other families.</p>	<p><b>3-4 Understanding the World</b> Begin to make sense of their own life-story and family's history</p>	<p><b>EY Understanding the World Past and Present ELG</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>
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	<p><b>Chronological Awareness</b></p>	<p><b>Knowledge and Understanding</b></p>	<p><b>Historical Contexts</b></p>	<p><b>Communicate Information</b></p>
<p><b>Year 1</b></p>	<p>Sequence some events or 2 related objects in order of time. Use words and phrases: old, new, now, then, yesterday. Remember part of stories and memories about the past.</p>	<p>Tell the difference between past and present in their own lives and other people lives. Listen to eye-witness accounts from grandparents. Begin to suggest why something might be different.</p>	<p>Begin to identify and recount some details from the past from pictures and stories. Find answers to simple questions about the past by using source material. Discover about the past through role play/drama.</p>	<p>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.</p>
<p><b>Year 2</b></p>	<p>Recount changes in own life over time. Put 3 people, events or objects in order using a given scale. Use words and phrases: related to topic vocabulary to do with time.</p>	<p>Use a range of sources to describe differences between then and now. Recount main events from a significant time in history. Use evidence to explain reasons why people acted the past as they did.</p>	<p>Look carefully at pictures, eyewitness accounts or objects to find information about the past. Ask questions about the source material. Say how features of the period influence how events are treated.</p>	<p>Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p>
<p><b>Year 3</b></p>	<p>Use timelines to place events in Order. Understand timelines can be divided in BC and AD Use words and phrases:</p>	<p>Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. Use evidence to find out how any of these may have changed during a time period. Suggest reasons for why there were differences between periods.</p>	<p>Use a range of source material including visits to collate information about the past. Identify the difference between fact and opinion. Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.</p>	<p>Present findings about past using speaking, writing, ICT and drawing skills. Uses dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes.</p>

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<p><b>Year 4</b></p>	<p>Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline</p> <p>showing understanding of BC, AD. Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.</p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. Describe how some of the past events affect life today.</p>	<p>Understand the difference between primary and secondary sources Give reasons why there may be different accounts of history looking at propaganda. Ask questions of the source material and suggest sources of evidence from a selection provided to help answer Questions.</p>	<p>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement, invader accurately.</p>
<p><b>Year 5</b></p>	<p>Sequence historical periods. Identify changes within and across historical periods.</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p>	<p>Question reliability of source material and can give reasons why something is or is not reliable.</p>	<p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms</p>
	<p>Use words and phrases: vocabulary relating to specific periods – Industrial Revolution, Reformation, Renaissance etc.</p>	<p>Give short term cause and consequence of the main events, situations and changes in the period studied. Identify changes and links within and across the time periods studied.</p>	<p>Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Know that people can represent events or ideas in ways that persuade others - bias and propaganda.</p>	<p>correctly.</p>
<p><b>Year 6</b></p>	<p>Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point. Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion. Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war.</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.</p>	<p>Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. Form own opinions about historical events from a range of sources. Select the most appropriate source material, using primary and secondary, for a particular task.</p>	<p>Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.</p>