

## HISTORY PROGRESSION MAP

	<b>EYFS - Early Learning Goal</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
To investigate and interpret the past		<ul style="list-style-type: none"> <li>• Observe and discuss evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories and online sources to find out about the past and identify some of the different ways the past has been represented.</li> </ul>		<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Begin to use a source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>		<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Show some awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	
To build an overview of world history		<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe some changes that have happened in the locality of the school throughout history.</li> <li>• Begin to give an overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify some continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Discuss the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	

	EYFS - Early Learning Goal	Y1	Y2	Y3	Y4	Y5	Y6
To understand chronology		<ul style="list-style-type: none"> <li>• Discuss and place events and artefacts in order on a time line.</li> <li>• Discuss changes that have occurred in their own lives.</li> <li>• Describe historical events with words or phrases such as: past and present, and use dates where appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time.</li> <li>• Use dates to describe events.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify and discuss periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates in describing events.</li> </ul>	
To communicate historically	<p><b>C+L: Speaking</b> They use past, present and future forms accurately when talking about events that have happened.</p> <p><b>UW: People and Communities</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, when my parents/carers were children, years, decades, centuries to describe the passing of time.</li> <li>• Show some understanding of the concept of nation and a nation's history.</li> <li>• Begin to show an understanding of concepts such as civilisation, monarchy, parliament and war and peace.</li> </ul>		<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>		<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a very good standard in order to communicate information about the past.</li> <li>• Discuss and use original ways to present information and ideas.</li> </ul>	