

# Disciplinary Progression Map: History

Chronology						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use everyday language related to time</p> <p>Develop a sense of chronology by sequencing events and objects.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Place known events and objects in chronological order using common words and phrases relating to the passing of time.</p> <p>Use words and phrases such as: yesterday, days, young, earlier, now, then, old, new, months, last week, when I was younger, a very long time ago, a long time ago, before I was born, when my parents/carers were born.</p> <p>Sequence events( eg: The Gunpowder Plot) and recount changes in living memory</p> <p>Know the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p>	<p>Sequence events and recount events in the past( Time line)</p> <p>Use a wider vocabulary of everyday historical terms including words and phrases relating to the passing of time: long ago, later, century, before, sequence, modern, past.</p> <p>Use common words and phrases relating to the passage of time, such as: 'nowadays', 'in the past' and 'previously'.</p> <p>Briefly describe features of particular events from family, local, national and global history e.g. briefly explain the significance of The Great Fire of London; Florence Nightingale</p> <p>Independently sequence 5-6 events closer together in time</p>	<p>Understand that timelines can be divided into BCE (Before the Christian Era) and AD(Anno Domini), the past is on the left of a timeline and the numbers get larger the closer to the present they are.</p> <p>Use a timeline to place historical events in chronological order using intervals of decades and centuries with given markers.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Identify details from several themes, societies, events and significant people, covered in global history e.g. the achievements of the Ancient Greeks.</p>	<p>Understand that a timeline can be divided into BCE (Before Christian Era) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Create and use a scaled timeline, using events from the time period studied.</p> <p>Describe the main changes in a period in history.</p> <p>Identify details and features from local, national and global history to demonstrate some overall awareness of themes, societies, events and people e.g. recall a number of details about the impact of the Romans on Britain.</p> <p>Sequence a number of the most significant events, objects, themes, societies</p>	<p>Describe the main changes in a period in history.</p> <p>Sequence with some independence the key events, societies and people in topics covered and those prior, using appropriate dates, period labels and terms e.g. complete larger scale timeline or peoples studied with dates; complete more detailed shorter timelines adding events (see below).</p> <p>Create and use a scaled timeline, using events from the time period studied, deciding on a suitable scale and beginning to plot the points accurately.</p>	<p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>Sequence with independence the key events, societies and people in UKS2 topics covered, using dates, period labels and terms e.g. select from a range of material and sequence using appropriate labels and dates.</p> <p>Create and use a scaled timeline, using events from the time period studied, deciding on a suitable scale and plotting the points accurately.</p>

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	Use a timeline to place important events using intervals of years & 10 years e.g. with base 10.  Sequence 3-4 events or artefacts in chronological order.	Use a timeline to sequence events using a given scale beyond 100 years, including events they have previously learnt about.	Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages.	periods and people from Lower KS2 topics, using some dates, period labels and terms.		
Significant Events, People and Changes						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Learn about past and present events in their own lives and those of the people they know.</p> <p>Look closely at similarities, differences, patterns and change.</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Give simple explanations of a consequence to an action specifically as a result of an event or action of an individual.</p> <p>Understanding key features of events identifying some similarities and differences between ways of life in different periods.</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past</p> <p>Use a range of sources to find out about a period.</p> <p>Understand why people may have</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed</p> <p>Describe similarities and differences between people, events and artefacts studied</p> <p>Describe how some of the things studied from the past affect/influence life today.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p>

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			<p>wanted/had to do something.</p> <p>Describe and explain simple reasons for (cause) and results (effect) of people's actions and changes over time.</p>	<p>Identify key features and events of the time studied and give reasons for, and results of, the changes.</p> <p>Have some awareness of how people's lives and decisions have shaped this nation.</p> <p>Offer a reasonable explanation for some events.</p> <p>Pupils will understand more complex, abstract concepts e.g. empire, diversity</p>	<p>past societies. (E.g. religion, houses, society, technology.)</p> <p>Examine causes and effects of events and the impact on people.</p> <p>Identify and describe key features of the time studied and their impact on today's society.</p> <p>Compare an aspect of life with the same aspect in another time studied e.g. religious beliefs in Egyptian and Anglo-Saxon times.</p> <p>Begin to form arguments.</p>	<p>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p> <p>Have depth of knowledge about beliefs, behaviour and characteristics of people in the eras studied, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write an explanation of a past event including causation and effect using relevant ideas and evidence to support and illustrate their explanation.</p> <p>Know key dates, people and events of time studied.</p>
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# Disciplinary Progression Map: History

Historical Enquiry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Ask simple questions about the past and present time using related vocabulary e.g. today, yesterday, before, after, new, old</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Identify different ways in which the past is represented</p> <p>Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?"</p> <p>Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p> <p>Describe events within and beyond living memory that are significant both nationally and globally.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Have knowledge and understanding of the everyday lives of people in the times studied and compare these with their own lives.</p> <p>Understand why people may have wanted/had to do something.</p> <p>Describe and explain simple reasons for (cause) and results (effect) of people's actions and changes over time.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past independently.</p> <p>Ask questions and find answers about the past.</p> <p>Use evidence to build up a picture of a past event or life in a period studied.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of relevant questions, make deductions from sources and begin to find the answers to historical questions.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Begin to identify primary and secondary sources.</p> <p>Identify different viewpoints and begin to suggest why they have occurred.</p> <p>Select relevant sections or parts of information.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer. Consider the impact of bias.</p> <p>Recognise both primary and secondary sources and use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge gathering from several</p>

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				<p>Understand that the past has been represented and interpreted in different ways.</p> <p>Begin to select and combine information from different sources.</p>	<p>Use evidence to find the answers to enquiry-based questions with structured support, suggesting hypotheses and beginning to draw conclusions.</p> <p>Begin to evaluate sources of information and identify those that are useful for the task</p>	<p>sources together in a fluent account.</p> <p>Use evidence to find the answers to enquiry-based questions with some support, suggesting hypotheses and drawing conclusions.</p> <p>Identify and evaluate sources of information and identify those that are useful for the task, which they use to support and reach conclusions</p> <p>Have an awareness of different viewpoints, begin to understand biased sources and why contrasting arguments and interpretations of the past have been constructed.</p>
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## Historical Interpretations

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a range of resources to find out about the past and to identify similarities and differences between now and the past.	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p> <p>Give an account of an event and realise that</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites</p>	<p>Explore the idea that there are different accounts of history.</p> <p>Use different historical sources to make own</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that</p>

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<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>others' may give a different version.</p> <p>Find answers to simple questions and obtain ideas about the past from sources of information e.g. artefacts.</p>	<p>and the internet to find out about the past</p> <p>Talk about the way that they know about the past.</p> <p>Identify different ways to represent the past (e.g. photos, stories, adults talking about the past, photos, BBC website).</p>	<p>interpretations about the past.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources e.g. compare different versions of the same story/event.</p>	<p>events or ideas in a way that persuades others.</p> <p>Use evidence to build up a picture of a past event or life in a period studied.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of relevant questions, make deductions from sources and begin to find the answers to historical questions.</p> <p>Understand that the past has been represented and interpreted in different ways.</p> <p>Begin to select and combine information from different sources.</p>	<p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Compare accounts of different events from different sources.</p> <p>Offer some reasons for different versions of events.</p>	<p>this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Ink sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions.</p>
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# Disciplinary Progression Map: History

Organisation and Communication						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk or draw about past and present events in their own lives</p> <p>Talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Create simple representations of events, people and objects.</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Talk, write and draw about things from the past.</p> <p>Use drama/role play to explain why people did things in the past.</p> <p>Communicate using simple language.</p> <p>Know and recount stories from the past.</p>	<p>Describe objects, people or events in history.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>Connect ideas and use simple phrases as to why an event occurred</p> <p>Begin to use simple historical language to communicate</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, captions, labels, phrases, drama, writing, use of ICT.</p> <p>Use some historical language to communicate ideas.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Use historical language to communicate ideas.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p> <p>Begin to make use of dates and terms to structure their work or within their work using age appropriate expectations.</p> <p>Use historical terminology appropriately.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period</p> <p>Select, organise and deploy relevant information to produce structured accounts, including written/descriptive narratives and analyses, which deploy subject knowledge.</p> <p>Use historical terminology, which is mostly accurate and is appropriate to the topic.</p>

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