



History

Progression Map

Respect

Compassion

Perseverance

Creation

Service

	EYFS	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
Areas of learning		The Seaside The United Kingdom Local Area Dinosaurs Transport The Rainforest	Rivers Coasts and Oceans Amazing Africa What makes a hero? Toys through Time	Ancient Egypt Stone Age to Iron Age Wonderful Willaston	Ancient Greece The Roman Empire Mayan Civilization Wonderful Willaston	Anglo-Saxons and Vikings. The Transatlantic Slave Trade Wonderful Willaston	Wonderful Willaston The Changing Power of British Monarchs and Significant Turning Points in British History
Significant people	Their family and themselves. Neil Armstrong. Mae Carol Jemison	Mary Anning White Brothers Neil Armstrong	Nelson Mandela Rosa Parks	Cleopatra Tutankhamun Ramesses II	Julius Cesar Alexander the Great Pakal the Great	William the Conqueror Alfred the Great King Athelstan William Wilberforce Olaudah Equiano Henry Brown Harriet Tubman	Hitler Winston Churchill King John Elizabeth I Henry VIII Queen Anne Queen Victoria

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Chronological understanding	<p>Sequencing events when describing them (daily routines...); sequencing events in a story.</p> <p>Recognising that some stories are set a long time ago.</p> <p>Recognising significant dates for them (birthdays, etc..).</p> <p>Use common word for the passage of time: Yesterday, last week, tomorrow...)</p>	<p>Consolidate skills from EYFS.</p> <p>Sequencing 3 or 4 artefacts/photographs from different periods of time.</p> <p>Placing events on a simple timeline.</p>	<p>Sequencing up to 6 photographs focusing on the intervals between events.</p> <p>Placing events on a timeline and beginning to recognise how long each event lasted.</p>	<p>Sequencing events on a timeline referring to times studied in previous years and see where these fit in.</p> <p>Understanding that history is divided into periods of time: ancient times, middle ages, early modern times...</p> <p>Using BC, AC, Century.</p> <p>Sequencing eight to ten artefacts, photos or events.</p> <p>Comparing and making connections between different contexts in the past.</p>	<p>Understanding the term Century and how dating by centuries work (Eg the 1500s are known as the 16th century).</p> <p>Developing a chronologically secure understanding of local, British and world history.</p> <p>Sequencing at least 10 events on a timeline.</p> <p>Comparing and making connections between different contexts in the past.</p>
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Historical enquiry/Being a historian	<p>Asking questions about the differences they can see in photographs or images that represent the past.</p> <p>Making simple observations about the past from photos and images.</p> <p>Communicating findings by pointing to images and using simple language to explain their thoughts.</p>	<p>Asking questions about sources of evidence.</p> <p>Describing the main features of concrete evidence of the past (pictures, artefacts, buildings...).</p> <p>Expressing a personal response to a historical story or event.</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically valid questions.</p> <p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event by</p>	<p>Defining the term source and evidence.</p> <p>Creating historically valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied.</p> <p>Using a range of sources to construct knowledge of the past. Selecting and recording the relevant information to answer a question.</p> <p>Beginning to undertake their own research.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Describing past events orally or in writing, recording similarities and differences with previous periods studied and today.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty (who governed, how and with what results...)/</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspective of others.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Using a range of historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Making increasingly more complex interpretations using more than one source of evidence.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways: discussions, debates, drama, art, podcasts, writing...</p>

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			discussing, drawing or writing.		<p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Describing past events orally or in writing, recording similarities and differences with previous periods studied and today.</p>
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Continuity and change	Being aware of changes that happen throughout the year.	Beginning to identify old and new things across periods of time through pictures, photographs and objects.	Identifying key things that stayed the same between periods.	Identifying why some changes between different periods of time have had more significant consequences than others.	Being aware of changes that happen throughout the year.
	To understand that the environment around us changes as the time passes.	Beginning to understand that some things change and some things stay nearly the same.	Identifying key things that changed between periods.	Explaining why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity.	To understand that the environment around us changes as the time passes.
	Beginning to recognise differences and similarities between the past and today.		Starting to explain the impact of some changes that have happened throughout different periods of time.	Starting to categorise some types of changes into political, economic social and technological.	Beginning to recognise differences and similarities between the past and today.
	To begin to understand that the past can be represented in photographs and drawings.		Identify that there are reasons for continuities and changes across periods of time and explain some of these.	Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.	To begin to understand that the past can be represented in photographs and drawings.
			Starting to understand that there are times in	Understanding and describing in some detail the main changes to an aspect of a period in history.	

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			history when change happens suddenly.		
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