

History Progression Map

FS2

Early Learning Goal

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World - Past and Present

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.

Understanding the World - People, Culture and Communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

How this links with the National Curriculum educational programme for History:

Chronological Understanding	Historical Terms	Historical Enquiry	Interpreting History	Continuity and Change	Cause and Consequence	Significance
Sequence familiar events and stories	Now and next. Today, yesterday, tomorrow. Months, Seasons and years.	How do things change over time? Observe and record and make links.	Show an interest in different occupations and ways of life.	Observe and talk about changes over time. What stays the same and what is different, relating to their world, experiences, people, communities and texts.	Understanding the link between an individual, stories and the world.	Relatable people, places and events.
<u>Examples</u> •Routines- included in daily timetable. •Lifecycles •Stories •Observations •T4Writing a •Photography.	<u>Examples</u> •built on sequentially over the course of the year. •Autumn 2 introduction to seasons with focus on Autumn.	<u>Examples</u> •Observing the willow tree and school environment throughout the seasons. •Baby development •Hatching chicks and lifecycles.	<u>Examples</u> •Dentist •Vet •Cultural celebrations •Farmer •Pirates	<u>Examples</u> •Observing the willow tree and school environment throughout the seasons. •Changes within their lifetime. E.g. baby to now. •Understanding diversity within their community.	<u>Examples</u> •Jesus and the Christmas story And other relatable figures to religions. •The Queen	<u>Examples</u> •Who are our hero's during story topic •Birthdays and Celebrations •Doncaster-Creation of Paddington &Mallard train

History Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> Show where people, places and events fit into a broad chronological framework Begin to use dates Develop an awareness of the past, using common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> Order events in a period of history studied and begin to recall the dates of important festivals or celebrations. Use dates of events Use common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> Use timelines to place events in order Use dates and terms related to the study unit and passing of time. Understand timeline can be divided in BC and AD Develop a chronological knowledge and understanding of British, local and World History. 	<ul style="list-style-type: none"> Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. Develop a secure chronological knowledge and understanding of British, local and World History. 	<ul style="list-style-type: none"> Independently place historical events or change on a timeline, remembering key facts from a period studied. Use relevant terms and period labels. Make comparisons between different times in the past. Develop a secure chronological knowledge and understanding of British, local and World History. 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line. Embed a secure chronological knowledge and understanding of British, local and World History.
Historical Terms	<ul style="list-style-type: none"> Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after). 	<ul style="list-style-type: none"> Use further terms associated with the past (e.g. year, decade and century). 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to describe key features of a time period. 	<ul style="list-style-type: none"> Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry, heptarchy) 	<ul style="list-style-type: none"> Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international) 	<ul style="list-style-type: none"> Use in context and understand terms relating to different types of history (e.g. cultural, economic, political, military,

History Progression Map

						religious and social)
Historical Enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts. 	<ul style="list-style-type: none"> Use a source (pictures or objects) – observe or handle sources to answer questions about the past on the basis of simple observations. Ask and answer questions such as “What was it like for a...?”, “what happened in the past?”, “how long ago did it happen?” 	<ul style="list-style-type: none"> Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Ask questions such as “how did people..?”, “What did people do for...?” Suggest sources of evidence to use to help answer questions 	<ul style="list-style-type: none"> Use a range of source evidence to build up a picture of a past event. Understand the difference between primary and secondary sources of evidence Ask a variety of questions such as “what was it like for..?” Suggest sources of evidence from a selection provided to use to help answer questions. 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Begin to identify primary and secondary source Ask a range of questions about the past. Choose reliable sources of evidence to answer questions Realise that there is often not a single answer to historical questions 	<ul style="list-style-type: none"> Identify and use different sources of information and artefacts. Evaluate the usefulness and accurateness of different sources of evidence. Select the most appropriate source of evidence for particular tasks Form own opinions about historical events from a range of sources
Interpreting History	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction. Begin to identify and recount some details from the past from sources (e.g. pictures, stories) 	<ul style="list-style-type: none"> Identify different ways the past is represented. Look at pictures and books, eyewitness accounts, photos, artefacts, visits, etc. 	<ul style="list-style-type: none"> Look at 2 versions of the same event and identify differences in the account. 	<ul style="list-style-type: none"> Give reasons why there may be different accounts of history. 	<ul style="list-style-type: none"> Look at different versions of the same event and identify differences in the accounts. Give clear reasons why there may be different accounts in history. Know that people (now and in history) can represent events and ideas in different ways and persuade others 	<ul style="list-style-type: none"> Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understand that

History Progression Map

						<p>some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<p>Continuity and Change</p>	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives. 	<ul style="list-style-type: none"> Describe differences between then and now. Use information to describe the past 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied (Houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, beliefs and attitudes, differences between lives of rich and poor) Use evidence to find out how these may have changed during a time period Describe similarities and differences between people, events and objects. 	<ul style="list-style-type: none"> Use evidence to describe features of time studied. Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, ways of life, belief and attitudes may have occurred during a time period. Describe how some of the past events/people affect life today. 	<ul style="list-style-type: none"> Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Give some cause and consequences of the main events, situations and changes in the periods studied. Identify changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> Choose reliable sources of factual evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; beliefs, religion and attitudes; things of important to people; differences between the lives of rich and poor. Identify how any of the above may have changed during a time period. Give reasons why changes may have occurred, backed up with evidence. Describe similarities and

History Progression Map

						<p>differences between some people, events and objects studied.</p> <ul style="list-style-type: none"> • Describe how some changes affect life today. • Make links between some features of past societies.
Cause and Consequence	<ul style="list-style-type: none"> • Describe, in simple terms, why a significant individual acted the way they did. 	<ul style="list-style-type: none"> • Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result. 	<ul style="list-style-type: none"> • Express an opinion on whether a person or event had a positive or negative impact on life in Britain. 	<ul style="list-style-type: none"> • Explain that an event can have more than one cause. 	<ul style="list-style-type: none"> • Explain why people acted as they did (e.g. why Henry VIII many times in order to produce an heir to the throne). 	<ul style="list-style-type: none"> • Describe the negative or positive impact of a period of history on contemporary society.
Significance	<ul style="list-style-type: none"> • Sequence the story of a significant historical figure. 	<ul style="list-style-type: none"> • Use the stories of famous historical figures to compare aspects of life in different times. 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations. 	<ul style="list-style-type: none"> • Explain how historically significant figures and events contributed to national and international changes. 	<ul style="list-style-type: none"> • Describe how a significant individual or movement has influenced the UK or wider world. 	<ul style="list-style-type: none"> • Describe how their own lives have been influenced by a significant individual or movement. • Understand why some events, people or developments are seen as more significant than others.