

History Whole School Progression Map 2019-2020

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	People and Communities	Families/ All about me, Places – similarities and differences	Festivals, Significant individuals- local, Sir Titus Salt, Samuel Lister. Bradford	Significant individuals, national and international achievements.	Local history, Mayan Civilisation, Stone Age,.	Crime and punishment, Egyptians, Roman Empire	Ancient Greeks, (temples, Gods etc.) 3peaks and Coastal Seaside, Royal Family and British Values, Turning Points in British History	Myths and Legends, (Whitby, Captain Cook Other historical figures) Local history Study Skills.
Chronological understanding	<p>16-26mth</p> <p>Is curious about people and shows interest in stories about themselves and their family.</p> <p>Enjoys pictures and stories about themselves, their families and other people.</p>	<p>30-50mths</p> <p>Shows interests in the lives of people who are familiar to them. Remember and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interests in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some similarities and differences in relation to friends or family</p>	<ul style="list-style-type: none"> Sequence events in their life Sequence artefacts from distinctly different periods of time Match objects to people of different ages <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. For example, Tim Peake and the travel into space or developments in technology / The Royal Family or something very relevant at the time.</p>	<ul style="list-style-type: none"> Sequence artefacts together that are closer in a time period – check with a reference book Sequence photographs from different periods in their life and describe key memories 	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place the time studied on a timeline Use terms related to the period and begin to date events Begin to understand more complex terms such as AD/BC 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates, terms and vocabulary related to chronology Sequence up to 10 events on a timeline
Range and depth of historical knowledge including specific historical events and periods in time	<p>22-36mth</p> <p>Has a sense of own and immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from others.</p>	<p>40-60mths</p> <p>Enjoys joining in with family customs and routines</p>	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Know and recount episodes from stories about the past <p>Significant historical events, people in their own locality.</p> <p>Sir Titus Salt, Samuel Lister</p>	<ul style="list-style-type: none"> Recognise why people did things, why events happened as a result Identify difference between ways of life at different times <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (for example. Elizabeth 1 and queen Victoria, Christopher Columbus and Neil</p>	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of people – e.g. Differences between men and women or class Examine causes and results of great events and the impact on people Compare life in early and late "times" studied Compare an aspect of life with the same aspect of life in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare the beliefs and behaviour of a period of time with another one Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied

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				<p>Armstrong, and LS Lowry, Florence Nightingale)</p> <p>Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p>				
Interpretations of history	<p>30-50mths</p> <p>Shows interests in the lives of people who are familiar to them. Remember and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interests in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some similarities and differences in relation to friends or family.</p>	<p>ELG</p> <p>Children talk about past and present event in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and amongst families, communities and traditions.</p>	<ul style="list-style-type: none"> Through stories start to understand the difference between fact and opinion Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare two versions of the same event Compare pictures or photographs of people from the past Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representation of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources - fact of fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry			<ul style="list-style-type: none"> Find the answer to simple questions about the past from sources of information e.g. artefacts and pictures 	<ul style="list-style-type: none"> Use a source to answer questions about the past on the basis of simple observations 	<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 Begin to research using the library and the internet 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to represent a picture of one aspect of life in time past Ask a variety of questions Use the library and internet to research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together for a fluent account
Organisation and communication			<ul style="list-style-type: none"> Communicate their knowledge through: Discussion Drawing Drama Making models Writing 			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms 	

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