

Quadrang Cowley and Browns Primary School – History Progression Map

	EYFS	Year 1/ 2	Year 3/ 4	Year 5/6
Chronological understanding		- Sequence events in their lives. - Sequence 3 or 4 artefacts from distinctly different periods of time. - Match objects to people of different ages. - Sequence artefacts closer together in time – check with reference book. - Sequence photographs etc. from different periods of their lives. - Describe memories of key events in lives.	- Place the time studied on a time line. - Use dates and terms related to the study unit and passing of time. - Sequence several events or artefacts. - Place events from period studied on time line. - Use terms related to the period and begin to date events. - Understand more complex terms eg BC/AD	- Know and sequence key events of time studied. - Use relevant terms and period labels. - Make comparisons between different times in the past. - 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.
Range and depth of historical knowledge		- Recognise the difference between past and present in their own and others' lives. - They know and recount episodes from stories about the past. - Recognise why people did things, why events happened and what happened as a results. - Identify differences between ways of life at different times.	- 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. - Use evidence to reconstruct life in time studied. - Identify key features and events of time studied. - Look for links and effects in time studied. - Offer a reasonable explanation for some events.	- Study different aspects of different people – differences between men and women. - 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 in another period. - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - Write an 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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Interpretations of history		• Use stories to encourage children to distinguish between fact and fiction. • Compare adults talking about the past – how reliable are their memories? • Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. • Discuss reliability of photos/ accounts/ stories.	• 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 representations of the period – museum, cartoons etc. • Look at the evidence available. • Begin to evaluate the usefulness of different sources. • Use text books and historical knowledge.	• Offer some reasons for different versions of events. • Link sources and work out how conclusions were arrived at.
Historical enquiry		• Find answers to simple questions about the past from sources of information e.g. artefacts. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	• 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 use the library and internet for research. • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions. • Use the library and internet for research.	• 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.
Organisation and communication		• Communicate their knowledge through: ➢ Discussion ➢ Drawing pictures	• Recall, select and organise historical information. • Communicate their knowledge and understanding.	

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		➤ Drama/role play ➤ Making models ➤ Writing ● Using ICT	● Select and organise information to produce structured work, making appropriate use of dates and terms.
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