

History Progression Map

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Content	History of Harlow Lives of significant others: Antonio Vivaldi	Great Fire of London Lives of significant others: Louie Armstrong	Stone Age Lives of significant others: Mary Anning	Romans Lives of significant others: Alexander Bell	The Tudors Lives of significant others: Mae Jemison	WW2 Lives of significant others: William Shakespeare
Historical interpretation and investigation	Begin to observe and use photographs and artefacts to find out about the past with adult support. Begin to ask questions about the past. Listen to stories about the past and discuss the historical content with adult support.	Observe and use photographs and artefacts to find out about the past. Begin to ask more specific questions about history. (who, what, where, when why) Identify some of the different ways the past has been represented Listen to and read stories or accounts to distinguish between fact and fiction.	Begin using a range of sources to find out about the past such photographs, artefacts, diagrams and recounts. Confidently ask specific questions about history. (who, what, where, when why) Begin using sources to distinguish between fact and fiction. Explain that there are different types of evidence and sources that can be used to help represent the past.	Gather information from a range of sources to build up a clearer picture of the past. Suggest suitable sources of evidence for historical enquires Confidently distinguish between fact and fiction using different sources. Suggest causes and consequences of some of the main events and changes in a historic period.	Conduct historical investigations with increasing independence, using a range of sources. Select suitable sources, discussing reasons for choices. Understand that no single source of evidence gives the full answer to questions about the past.	Conduct historical investigations independently, using a range of sources. Select suitable sources, giving reasons for choices. Ask complex questions to deepen own knowledge about a topic. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

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Understanding chronology	To know that a timeline goes in order, from oldest to newest. Past to present. Sequence artefacts from oldest to newest. Describe memories and changes that have happened in their own lives. Use vocabulary: old, oldest, new, newest, before, after	To begin plotting events on a timeline through discussion. With support, order events and significant dates on a simple timeline. To begin discussing changes during a historical period. Use vocabulary: old, oldest, new, newest, before, after, past, present, future	Order dates from earliest to latest on a timeline. Recall changes during a historical period that have been learnt. Begin to develop an understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use vocabulary: old, oldest, new, newest, before, after, past, present, future, earliest, latest, ancient, modern	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. Further, understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use vocabulary: old, oldest, new, newest, before, after, past, present, future, earliest, latest, ancient, modern, decade, century, millennium	Order an increasing number of significant events, movements and dates on a timeline using dates accurately. To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Begin to explain. Explain changes during a historical period using evidence to support. Understand the main changes to an aspect of a period in history.	Order many significant events, movements and dates on a timeline across time periods. Accurately use dates and terms to describe historical events. To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Explain independently. Understand and describe in some detail the main changes to an aspect of a period in history.
Historical overview	To know basic information about a period. To know where a period sits in British History. To know basic information about a historical figure.	To remember key facts about a period. To know where a period sits in British History. To remember key facts about a historical figure.	To be able to tell others about a period. To know where a period sits in British History. To be able to tell others about a historical figure.	To be able to explain the period to others and the way it shaped British history. To know where a period sits in British History. To be able to explain a historical figure to others and the way they shaped history.	To confidently recall facts about the period and explain how it shaped British history. To Begin referring to evidence during explanation. To know where a period sits in British History. To confidently recall facts about a historical figure and explain how they shaped history. To Begin referring to evidence during explanation.	To confidently recall facts about the period and explain how it shaped British history. To confidently refer to evidence during explanation. (Verbal and written) To know where a period sits in British History. To confidently recall facts about a historical figure and explain how they shaped British history. To confidently refer to evidence during explanation. (Verbal and written)

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History			
Three and Four-Year-Olds	Understanding the World		• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	• Talk about the lives of 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.