



Christ Church C of E Primary – History Progression Map

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>UTW To use words 'now' and 'next'</p> <p>To talk about their own experiences. E.g. Christmas, birthdays, easter.</p> <p>Recognise terms 'old' and 'new'</p> <p>To sequence two events.</p> <p>CL To ask why things are happening.</p>	<p>UTW To remember and talk about significant events in their own experiences.</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To develop an understanding of growth, decay and changes over time.</p> <p>CL To describe things that have happened in their lives to others.</p>	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p>	<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using e.g. 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: BC, AD, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of past events, people and changes in the past	<p>UTW To talk about their own experiences. E.g. Christmas, birthdays.</p> <p>To comment on their own past events.</p>	<p>UTW To show interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	Tell the difference between past and present in own and other people's lives	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Describes significant individuals from the past.</p> <p>Recounts main events from a significant event in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses evidence to describe past:</p> <p><i>Houses and settlements, Culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People's beliefs and attitudes, Things of importance to people, Differences between lives of rich and poor</i></p> <p>Uses evidence to find out how these may have changed during a time period. Describes similarities and differences between people, events and objects</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>Chooses 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; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p>

								Describes how some changes affect life today. Makes links between some features of past societies.
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Historical interpretation	UTW Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos	UTW To develop an understanding of growth, decay and changes over time. To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences in relation to places, objects, materials and living things.	Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.	Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
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Historical enquiry	UTW To ask questions about when they were young.	UTW To look closely at similarities, differences, patterns and change.	Finds answers to simple questions about the past from sources of	Looks carefully at pictures or objects to find	Uses printed sources, the internet, pictures, photos, music, artefacts,	Understands the difference between primary and	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts,	Identifies and uses different sources of information and artefacts.

			information (eg. pictures, stories)	information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and describing their features.	historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions.	secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions.	historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.
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Organisation and communication	CL Asking 'who' and 'where' questions.	CL To explain and describe things through speech. So explain how things work, what has happened and why.	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information,	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).

				people, events and objects from the past.		realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.		Makes accurate use of specific dates and terms.
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