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**St. Joseph’s Primary School**



**History Progression Map**

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|  | **Understanding the world** | | **Past and present** | | **Vocabulary** |
| **EYFS** | * Begin to make sense of their own life story and family history. * Comment on images of familiar situations in the past. * Compare and contrast characters from stories, including figures from the past. | | * 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 story-telling. | | Past present future today day long ago tomorrow week month new/recent lifetime timeline remember change same different  Question fact |
|  | **Substantive Knowledge** | **Disciplinary Knowledge (Skills)** | | **Presentation and communication of knowledge and understanding** | **Vocabulary** |
| **Year 1** | ***Chronological Understanding:***   * Sequence some effects or two related objects in order of time, up to 100 years (intervals of 10) * Use words and phrases old, new, young, days and months. * Remember parts of stories and memories about the past and begin to develop an awareness of the past.   ***Historical Understanding:***   * Recognise some similarities and differences between the past and the present. * To know and recount episodes from stories about the past. | ***Historical Interpretations:***   * Use stories pictures, accounts and illustrations to distinguish between fact and opinion. * Compare adults talking about the past- how reliable are their memories?   ***Historical Enquiry:***   * Find answers to simple questions about the past from sources of information eg stories, pictures, artefacts. * Explore events and information about people and objects, by looking at pictures, holding objects and listening to stories. * Start to ask simple questions, for example, what was it like for…? What happened when..? How long ago…? | | * Start to show an understanding of historical terms. * Sort objects and events into specified groups. * Show knowledge and understanding about the past in different ways (eg role play, drawing, writing, and talking) | Artefact timeline living memory current source date decade century similarity difference opinion fact/ fiction sort reliable memory modern historian |
|  | **Substantive Knowledge** | **Disciplinary Knowledge (Skills)** | | **Presentation and communication of knowledge and understanding** | **Vocabulary** |
| **Year 2** | ***Chronological Understanding:***   * Recount changes in own life over time and compare that to relatives from different eras. * Put three or more people, events or objects in chronological order. * Start to use a timeline, using a given scale- beyond 100 years and know where people and events fit into a chronological framework.   ***Historical Understanding:***   * Identify similarities and differences between ways of life in different periods. * Recognise why people did things, why events happened and what happened as a result. | ***Historical Interpretations:***   * Compare two versions of a past event using pictures, illustrations and photographs. * Discuss reliability of different photographs and accounts/stories. * Explain that there are different types of evidence and sources and say how it can be used to find out about the past.   ***Historical Enquiry:***   * Start to use different sources to answer questions. * Identify different ways the past is represented eg paintings, diaries, photos * Observe and handle resources to ask and answer questions. Eg How long ago did..happen? | | * Describe objects, people and events. * Use timelines to order events or objects or place significant people. * Write simple stories and recounts about the past, using historical vocab. * Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, story-telling and using ICT. | Artefact timeline living memory current source date decade century similarity difference opinion fact/ fiction sort reliable memory modern |
|  | **Substantive Knowledge** | **Disciplinary Knowledge (Skills)** | | **Presentation and communication of knowledge and understanding** | **Vocabulary** |
| **Year 3** | ***Chronological Understanding:***   * Use timelines to place events in order, intervals of 10/100 * Understand timelines can be divided in to BC and AD. * To begin to understand a sense of time, especially when studying time periods from millions of years ago.   ***Historical Understanding:***   * Find out about everyday lives of people in time studied, compared with our lives today. * Identify and explain reasons for people’s actions, understanding why people may have acted in a certain way. * Describe characteristic features of the past, including ideas, beliefs, attitudes and the experiences of men, women and children. | ***Historical Interpretations:***   * Suggest different reasons, purposes and/or uses for different artefacts. * Identify and give reasons for the different ways in which the past is represented.   ***Historical Enquiry:***   * Use a range of sources to find out about the past and discuss reliability. * Select and record information relevant to the people or events being studied. * Ask questions such- How did people…? What did people do for…? | | * Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, role play, story-telling and using ICT. * Use dates and terms with increasing accuracy. | Era period BCE(before the common era) AD (amo domini) chronological effects compare reasons results impact archaeologists evidence identify attitude belief reliable museum interval |
|  | **Substantive Knowledge** | **Disciplinary Knowledge (Skills)** | | **Presentation and communication of knowledge and understanding** | **Vocabulary** |
| **Year 4** | ***Chronological Understanding:***   * Use timelines with intervals of 10/100/1000 years and order names, places, dates of significant events from past on them. * Begin to appreciate length of time (duration) for different periods. * Divide recent history into present, using 21st century and the past using 19th and 20th centuries.   ***Historical Understanding:***   * Describe the social, ethnic, cultural or religious diversity of past society. * Identify key features, aspects and events of the time studied. * Offer a reasonable explanation for some events, suggesting causes and consequences of main events/ changes during a period in history. | ***Historical Interpretations:***   * Give reasons as to why different artefacts might have a different purpose. * Compare accounts of events from different sources, discussing reliability and why.   ***Historical Enquiry:***   * Use a range of sources to find out about the past, discussing and comparing reliability.. * More evidence from a variety of sources to build up a picture of a past event. * Ask questions such as- What was it like for a… during…? | | * Communicate about past, using speaking, writing, maths (data handling), ICT, drama and drawing skills, ensuring they use historical subject specific words. * Use dates and terms correctly. * Discuss most appropriate way to present information, realising that it is for an audience. | Era period BCE(before the common era) AD (amo domini) chronological effects compare reasons results impact archaeologists evidence identify attitude belief reliable museum interval conclusion legacy evidence deduction collaboration |
|  | **Substantive Knowledge** | **Disciplinary Knowledge (Skills)** | | **Presentation and communication of knowledge and understanding** | **Vocabulary** |
| **Year 5** | ***Chronological Understanding:***   * Use timelines to place and sequence local, national and international events. * Begin to design own timeline to sequence events and historical periods learned. * Start to describe the main changes to an aspect in a period of history. * Identify and start to describe how some events/periods occurred concurrently in different locations.   ***Historical Understanding:***   * Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural). * Compare an aspect of life with the same aspect in another period. * Examine causes and results of great events and the impact on people. | ***Historical Interpretations:***   * Give clear reasons why different artefacts might have a different purposes, by making links with different materials and artefacts. * Strat to evaluate evidence and choose the most reliable source.   ***Historical Enquiry:***   * Use the library and internet for research. * Begin to identify the difference between primary and secondary sources. * Ask more complex questions about key concepts of the topics being taught. | | * Present structured and organised findings about the past, using speaking, writing, maths, ICT, drama and drawing skills. * Use dates and terms accurately. * Choose the most appropriate way to present information to the audience. | Sequence national international bias primary source secondary source significance eye-witness interpretation key concept |
|  | **Substantive Knowledge** | **Disciplinary Knowledge (Skills)** | | **Presentation and communication of knowledge and understanding** | **Vocabulary** |
| **Year 6** | ***Chronological Understanding:***   * Create own timelines to place events, periods and cultural movements from around the world, including periods studied in earlier years. * Order significant events, movements and dates on a timeline, showing duration. * Describe the main changes in a period in history, showing an understanding and being able to link some historical events that occurred concurrently in different locations.   ***Historical Understanding:***   * Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. * Identify and note connections, contrasts and trends over time in the everyday lives of people. * Examine causes and effects of great events and the impacts these had on people using evidence to support and illustrate their explanation. | ***Historical Interpretations:***   * Suggest accurate and plausible for how/why aspects of the past are represented and therefore interpreted in different ways. * Show an understanding that some evidence could be propaganda, opinion, false news or misinformation.   ***Historical Enquiry:***   * Identify and evaluate different sources, being able to recognise when they are using primary and secondary sources. * To know that the past is represented in different ways and that there are different interpretations of the past, and know why contrasting arguments and interpretations of the past have been constructed. * Investigate own lines of enquiry, asking questions to further their knowledge and understanding. | | * Present information an organised and clearly structured way, making use of different ways of presenting information. * Makes use of different ways of presenting information and choosing how to present in the most appropriate way. * Making accurate use of specific dates and terms, showing a good understanding of historical vocabulary. | Objectivity subjectivity represent attitude motive bias ambiguous |