

History Progression Map (Early Years)

Aspect of learning	0-6 months	7-12 months	13-18 months	19-24 months	25-30 months	31-36 months
People and communities	Follows other people and their activities across room with alertness.	Showing interest by watching people and what is going on around them.	Joins in with group play and experiences.	Shows awareness of belonging to a small group.	Can identify significant people in their lives.	Can remember and share recent events they have been part of.
The World					Re-enacts experiences using resources	
Technology					Responds to photographs or digital media showing shared events/familiar people or places.	
Aspect of learning	37-42 months	43-48 months	49-54 months	55-60 months	61-66 months	By 67+ months
People and communities	Talks about or responds to events in their personal history and present lives.	Understands that different people perform different roles.	Knows about festivals and celebrations that are marked within their own culture.	Talks about similarities and differences between themselves and others and among families, communities and traditions.	Knows that other children don't always enjoy the same things and are sensitive to this.	Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Understands that lives were different in the past.
The World						
Technology				Captures and documents a sequence of events or experiences using ICT.		

History Progression Map (Years 1 -6)

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence events in their lifetime. Match objects to people of different ages. Understand the difference between things that happened in the past and present. Old, new, young, old, days, weeks, months.	Recount changes in own life over time. Sequence photographs etc and place events on a broad chronological framework. Describe memories of key events in lives. Last week, When I was younger, A long time ago, Before I was born.	Place the time studied on a timeline. Use dates and terms related to the study and passing of time. After, before and during	Place events from period studied on a timeline. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Century and decade.	Know and sequence key events of time studied. Place current study on a timeline in relation to other studies using a scale created as a class. Make comparisons between different times in the past. Anglo Saxons, Vikings, period.	Individually create a suitable scale when sequencing dates on a timeline. Understand how some historical events occurred concurrently in different locations. Describe main changes in a period of history using words such as social, religious, political, technological and cultural.
Range and depth of historical knowledge	Recognise the difference between past and present in their own and others' lives. Through drama, recount episodes from stories about the past and say why people have acted the way they did.	Use information (research, artefacts etc) to describe the past and the differences between 'then' and 'now'. Look at evidence to explain reasons why people in the past may have acted in the way they did.	Find out about everyday lives of people in time studied (culture, leisure, settlements, clothes etc). Compare with our lives today. Understand why people may have wanted to do something.	Use evidence to reconstruct life in time studied. Look for links and effects in time studied and the effect on life today. Make links between rich and poor. Offer a reasonable explanation for some events.	Choose reliable sources of information to find about the past. 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.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Write another explanation of a past event in terms of cause and effect using evidence to support their explanation.

Historical interpretation	Use stories, pictures, illustrations and adults talking to distinguish between fact and opinion.	Compare two versions of a past event using pictures or photographs.	Suggest different purposes for a range of artefacts.	Give reasons why different artefacts might have a different purpose.	Give clear reasons why different artefacts might have a different purpose by making links to material, size and to other artefacts seen in previous year groups.	Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Understand that some evidence is propaganda, opinion or misinformation.
Historical enquiry	Find answers to simple questions about the past from different sources. Explore events, look at pictures and ask questions such as: What happened? What was it like?	Observe and handle resources to answer questions. Ask questions such as: What was it like for a ...? How long ago did...happen?	Select and record information relevant to the study. Ask questions such as: How did people...? What did people do for...?	Choose relevant material to present a picture of one aspect of life. Ask questions such as: What was it like for a ... during...?	Use the library and internet for research with increasing confidence and realise that there is often not a single answer to historical questions. Ask more complex questions about key concepts in history.	Bring knowledge gathered from several sources together in a fluent account. Investigate own lines of enquiry by posing questions to answer.
Organisation and communication	Sort events or objects into groups e.g. 'then' and 'now'. Tell stories about the past. Talk, write and draw about things from the past.	Describe objects, people or events in history. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling and using ICT	Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT.	Discuss most appropriate way to present information realising that it is for an audience: discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT.	Show initiative when recording and communicating knowledge in different forms: discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT.	Plan and present a self-directed project or research about the studied period. Use a variety of ways to present information from KS2 as well as extended writing opportunities.

Vocabulary Topic 1	Toys: teddy bear, rocking horse, building blocks, marbles, Jack in the box, pogo stick, games console, Barbie doll, board games and skateboard	Explorers: sail, ship, navigate, new world, voyage, colonies, aviator, pilot, solo, altitude, navigator, engineer, Apollo, moon landing, orbit, astronaut	Stone Age and the Iron Age: cave paintings, jewellery, woolly mammoth, nomadic, Skara Brae, Celts, hillforts, smithing and weapons	Ancient Greece: acropolis, amphitheatre, chiton, democracy, Olympics, Parthenon, philosophy, pyxis, Trojan Horse and vase	Anglo Saxons: Bayeux Tapestry, Beowulf, Lindisfarne, lyre, mead, Offa's Dyke, runes, Sutton Hoo Helmet, thatch and wattle-and-daub	Benin: animists, Benin City walls, brass, cowrie shell, elders, Igodoigodo, oracle, oral culture, sacrifice and yam
Vocabulary Topic 2	Grace Darling: survivors, rescue, waves, heroine, wreck, storm, lighthouse, boat and Northumberland	Great Fire of London: burning, escaping, smoke, fireman, London, cart, Samuel Pepys, River Thames, Pudding Lane, diary, bakers, Tower of London, King Charles II, the monument and bread	Ancient Egypt: canopic jar, cartouche, hieroglyphics, irrigation, mummy, sarcophagus, scarab, tomb, papyrus and pyramids	Romans: aqueduct, Basilica, baths, Colchester, Colosseum, Empire, Hadrian's Wall, gladiator, roads and toga	Vikings: Danelaw, drinking horn, helmet, jewellery, long boat, longhouse, loom, runes, shield and Valhalla	WWI: air force, animals, bayonet, gas mask, navy, poetry, poppy, propaganda, rations and zeppelins