

Curriculum Progression Map - History



	Constructing the past	Sequencing the past	Change and Development	Cause and Effect	Significance and Interpretations	Planning and carrying out a historical enquiry	Using sources as evidence
NURSERY	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history. (Understanding the World) • Talk about what they see using a wide range of vocabulary. (Understanding the World) • Understand why questions. (Communication and Language) • Use a wider range of vocabulary. (Communication and Language) • Use longer sentences of four to six words. (Communication and Language) • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (Communication and Language) 						
RECEPTION	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. (Understanding the World) • Compare and contrast characters from stories, including figures from the past. (Understanding the World) • Articulate their ideas and thoughts in well-formed sentences. (Communication and Language) • Use new vocabulary in different contexts. (Communication and Language) • Describe events in some detail. (Communication and Language) • Learn new vocabulary and use new vocabulary throughout the day. (Communication and Language) <p><u>Early Learning Goal – Past and Present</u></p> <ul style="list-style-type: none"> • 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. 						

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YEAR 1	Identify relevant features of particular historical themes, events and people from family, local, national and global history.	<p>Depict on a timeline the sequence of a few objects and/or pieces of information.</p> <p>Use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p>	Identify a few similarities, differences and changes occurring within a particular topic.	Identify at least one relevant cause for, and effect of, several events covered.	Consider one reason why an event or person might be significant. E.g. Explain why we remember a particular explorer.	Ask and answer a few valid historical questions.	Extract information from several different types of source including written, visual and oral sources and artefacts.

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YEAR 2	Briefly describe features of particular themes, events and people from family, local, national and global history	<p>Sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.</p> <p>Understand and securely use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</p>	Identify independently a range of similarities, differences and changes within a specific time period.	Identify a few relevant causes and effects for some of the main events covered.	Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.	Plan questions and produce answers to a few historical enquiries using historical terminology.	Select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.

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YEAR 3	Identify details from several themes, societies, events and significant people covered in local, national and global history.	Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.	Describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.	Describe some relevant causes for, and effects on, some of the key events and developments covered.	Select what is most significant in a historical account. E.g. Describe in some detail some of the most significant features of Roman Britain. Provide a reason why two accounts of the same event might differ.	Ask valid questions for enquiries and answer using a number of sources.	Understand how sources can be used to answer a range of historical questions.
YEAR 4	Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.	Sequence a number of the most significant events, objects, themes, societies, and periods and people using some dates, period labels and terms.	Make valid statements about the main similarities, differences and changes occurring within topics.	Comment on the importance of causes and effects for some of the key events and developments within topics.	Explain why some aspects of historical accounts, themes or periods are significant. Comment on a range of possible reasons for differences in a number of accounts.	Independently devise a range of historically valid questions for different types of enquiry and answer them using historical evidence.	Recognises possible uses of a range of sources for answering historical enquiries.

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YEAR 5	Understand some features associated with themes, societies, people and events.	Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.	Provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics.	Place several valid causes and effects in an order of importance relating to events and developments.	Describe the significant issues in many of the topics covered. Identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics.	Reach a valid conclusion based on devising and answering questions relating to a historical enquiry.	Accept and reject sources based on valid criteria when carrying out particular enquiries.
YEAR 6	Provide overviews of the most significant features of different themes, individuals, societies and events covered.	Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.	Compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.	Explain the role and significance of different causes and effects of a range of events and developments.	Explain reasons why particular aspects of a historical event, development, society or person were of particular significance. Explain how and why it is possible to have different interpretations of the same event or person.	Reach a valid and evidence-based conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.	Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.