

Progression map 2020/2021

Subject Area: History

	Working towards / Year 2 (KS1)	LKS2		UKS2		Greater depth / Year 7 (KS3)
		Year 3	Year 4	Year 5	Year 6	
Chronological understanding	<p><i>Orders dates from earliest to latest on simple timelines</i></p> <p><i>Describes memories and changes that have happened in their own lives</i></p> <p><i>Uses words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</i></p>	<p>Uses timelines to place events in order</p> <p>Understands timeline can be divided into BC and AD</p> <p>Uses historical terminology (century, decade)</p> <p>Recognises some similarities and differences between periods studied</p>	<p>Names and places dates of significant events from period studied on a timeline</p> <p>Uses historical terminology (century, decade, BC, AD, after, before, during)</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries</p> <p>Recognises similarities and differences between periods studied</p>	<p>Uses timelines to place and sequence local, national and international events</p> <p>Sequences historical periods</p> <p>Describes events and characteristic features of periods using historical terminology (century, decade, BC, AD, after, before, during, 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>Demonstrates changes and developments in culture, technology, religion and society using timelines</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 historical terminology (social, religious, political,</p>	<p><i>Gains and deploys a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</i></p> <p><i>Knows and understands the history of Great Britain as a coherent, chronological narrative, from the earliest times to the present day</i></p> <p><i>Knows and understands significant aspects of the history of the wider world (the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind)</i></p>

					technological, cultural)	
Historical knowledge and understanding	<p><i>Recognises some similarities and differences between the past and the present</i></p> <p><i>Identifies similarities and differences between ways of life in different periods</i></p> <p><i>Knows and recounts episodes from stories and significant events in history</i></p> <p><i>Understands that there are reasons why people in the past acted as they did</i></p> <p><i>Describes significant individuals from the past</i></p>	<p>Uses evidence to describe past including</p> <ul style="list-style-type: none"> - 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 <p>Uses evidence to find out how any of these may have changed during a time period</p> <p>Identifies some reasons for and results of main events and changes</p>	<p>Describes features of past societies and periods</p> <p>Identifies key features and events of period studied</p> <p>Offers a reasonable explanation for some events</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of live, 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>Shows changes on a timeline</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world</p> <p>Explains 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>Suggests some reasons for, and results of, the main events and changes in period studied</p> <p>Makes links between some features of past societies</p>	<p>Chooses reliable sources of factual evidence to describe:</p> <ul style="list-style-type: none"> - houses and settlements; - culture and leisure activities; - clothes; - way of life and action of people; - buildings and their uses; - people's beliefs, religion and attitudes; - things of importance to people; - differences between rich and poor <p>Identifies how any of the above may have changed during a time period</p> <p>Gives own reasons why changes may have occurred,</p>	<p><i>Knows and understands how people's lives have shaped Great Britain and how Britain has influenced and been influenced by the wider world</i></p> <p><i>Understands historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</i></p> <p><i>Gains historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social</i></p>

		Describes similarities and differences between people, events and objects			backed up with evidence Shows identified changes on a timeline Describes similarities and differences between some people, events and objects studied Describes how some changes affect life today	<i>history; and between short- and long-term timescales</i>
Interpretations of History	<p><i>Starts to compare two versions of a past event</i></p> <p><i>Observes and uses pictures, photographs and artefacts to find out about the past</i></p> <p><i>Starts to use stories or accounts to distinguish between fact and fiction</i></p> <p><i>Describes the different types of evidence and sources that can be used to help represent the past</i></p>	<p>Looks at two versions of the same event and identifies differences in the accounts</p> <p>Identifies reasons for the different ways in which the past is represented</p> <p>Identifies some of the different ways in which the period is represented, e.g. museum, cartoons etc.</p>	<p>Gives reasons why there may be different accounts of history</p> <p>Explains the usefulness of different sources</p> <p>Identifies and give reasons for different ways in which the past is represented</p>	<p>Looks at different versions of the same event and identifies differences in the accounts</p> <p>Gives clear reasons why there may be different accounts of history</p> <p>Identifies how people (now and in the past) can represent events or ideas in ways that persuade others</p>	<p>Uses sources to explain how conclusions were arrived at</p> <p>Explains that the past has been represented in different ways</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways</p> <p>Identifies that some evidence is</p>	<p><i>Understands the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</i></p>

					propaganda, opinion or misinformation and describes how this affects interpretations of history	
Historical enquiry	<p><i>Starts to compare two versions of a past event</i></p> <p><i>Observes and uses pictures, photographs and artefacts to find out about the past</i></p> <p><i>Starts to use stories or accounts to distinguish between fact and fiction</i></p> <p><i>Explains that there are different types of evidence and sources that can be used to help represent the past</i></p>	<p>Uses a range of sources collect information about a period</p> <p>Selects and records information relevant to the study</p> <p>Asks questions such as 'how did people...? What did people do for...?'</p> <p>Suggests sources of evidence to use to help answer questions</p> <p>Devises some of their own questions to find answers about the past</p>	<p>Understands the difference between primary and secondary sources of evidence</p> <p>Uses a range of sources collect information about a period</p> <p>Asks questions such as 'what was it like for a ... during...?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions</p> <p>Devises own questions to find answers about the past</p> <p>Begins to undertake their own research</p>	<p>Begins to identify primary and secondary sources</p> <p>Uses a range of sources to collect information about a period</p> <p>Asks a range of questions about the past</p> <p>Chooses reliable sources of evidence to answer questions</p> <p>Forms own opinions about historical events from a range of sources</p>	<p>Identifies and uses primary and secondary sources</p> <p>Identifies and uses different sources of information and artefacts</p> <p>Evaluates the usefulness and accurateness of different sources of evidence</p> <p>Selects the most appropriate source of evidence for particular tasks</p> <p>Forms own opinions about historical events from a range of sources</p>	<p><i>Understands how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed</i></p>

<p>Organisation and communication</p>	<p><i>Communicates their findings through speaking, writing, ICT and drawing skills</i></p> <p><i>Uses some dates and terms appropriately</i></p> <p><i>Uses historical vocabulary to retell simple stories about the past</i></p> <p><i>Uses drama/role play to communicate their knowledge about the past</i></p> <p><i>Shows an understanding of historical terms, such as monarch, parliament, government, war, remembrance</i></p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy</p> <p>Discusses different ways of presenting information for different purposes</p>	<p>Recalls, selects and organises historical information</p> <p>Presents finding about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly</p> <p>Discusses most appropriate way to present information, realising that it is for an audience</p> <p>Uses subject specific words (e.g. monarch, settlement, invader)</p>	<p>Recalls, selects and organises historical information, communicating this knowledge through a variety of means</p> <p>Uses dates and terms accurately</p> <p>Chooses most appropriate way to present information to an audience</p>	<p>Selects and organises information to produce structured work, making appropriate use of dates and terms</p> <p>Makes use of different ways of presenting information</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram)</p> <p>Makes accurate use of specific dates and terms</p>	<p><i>Accurately use historically coherent vocabulary through a range of presentation methods to as perceptive questions, think critically, weigh evidence sift arguments, and develop perspective and judgement</i></p>
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