


Lostock Hall Primary School Progression Map

 Subject: History	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>N – Remembers & talks about significant events in their own experiences.</p> <p>Rec - Place events (pictures or text) in order. Use words that indicate past. Identify how they have changed. Identify things that are from the past/old. Start to use words and phrases such as before, after, past, present, then and now. Talk about past and present</p>	<p>Sequence events in their own life. Explain how they have changed since they were born.</p> <p>Recount changes within living memory.</p> <p>Sequence 3 or 4 artefacts from different periods.</p>	<p>Use words and phrases relevant to the past: before, after, past, present, then and now. old, new, a long time ago.</p> <p>Recognise that some objects belong in the past (are old) and some belong in the present (are new).</p> <p>Begin to understand where people, artefacts and events fit on a timeline.</p> <p>Sequence photographs</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Place events, of the time studied on a timeline (matching dates). Introduce BC/AD.</p> <p>Sequence significant events, dates or artefacts from the period studied.</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Order significant events and dates on a timeline. Understand more complex terms eg BC/AD.</p> <p>Use mathematical knowledge to work out how long ago events took place and to round up time differences into centuries / decades.</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Order a greater number of significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history and place them in the correct order.</p> <p>Summarise the main events</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Place current study on timeline in relation to other studies.</p>

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	<p>events in their own lives and those of family members.</p> <p>(ELG: Understanding the World)</p>		<p>and objects on a timeline.</p> <p>Recount changes within living memory, in sequence.</p>		<p>Describe the main changes in a period in history.</p>	<p>from a period of history, explaining the order of events and what happened. Compare these to previous learning.</p>	
<p>Continuity and change between periods and within them</p>	<p>N - Talk about changes that have happened to themselves.</p> <p>N - Shows interest in the lives of people who are familiar to them.</p> <p>N - Recognise and describe special times or events for family and friends.</p> <p>Rec – Talk about the lives of people around them and their roles in society.</p> <p>(ELG: Understanding the World)</p>	<p>Begin to identify old and new things in a picture.</p> <p>Begin to identify what was different and what was the same between their childhood and their parents' and grandparents'.</p> <p>Identify things that stayed the same and things that are different within and between their grandparents', parents' and their own lifetimes.</p>	<p>Identify differences between ways of life at different times in the past.</p>	<p>Within and between periods, identify things that stayed the same and things that changed.</p> <p>Start to make links between events over time.</p> <p>Begin to note the similarities and differences within the period of history being studied and between the period of history being studied and previous periods that have been studied.</p>	<p>Make links between events over time.</p> <p>Note the similarities and differences within the period of history being studied and between the period of history being studied and previous periods that have been studied.</p>	<p>Within and between periods, identify and explain key changes. Identify and explain why certain changes were important. Backed up by evidence.</p> <p>Identify and explain how changes may have been different in different places or for different people during the same period of history.</p> <p>Explain how the local area has</p>	<p>Within and between periods, identify and explain key changes. Identify and explain why certain changes were important. Backed up by evidence.</p> <p>Identify and explain how changes may have been different in different places or for different people during the same period of history.</p> <p>Explain how the local area has changed over time.</p>

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						<p>changed over time.</p> <p>Make links between <u>some</u> of the features of past societies.</p>	<p>Make links between features of past societies.</p>
<p>Similarities and Differences</p>	<p>Rec - Know about similarities and differences between themselves and others, families, communities, traditions.</p> <p>(ELG: Understanding the World)</p>	<p>Start to understand life was different for different people in the past, for example: rich and poor, male and female.</p> <p>Start to understand that this may have been different in different places at the same time.</p>	<p>Identify differences between ways of life at different times in the past.</p>	<p>Identify how life was different for different people in the past.</p> <p>Identify that this may have been different in different places at the same time.</p> <p>Use evidence to describe the culture & leisure activities from the past; clothes and way of life of different groups of people.</p> <p>Use evidence to describe buildings and their uses.</p>	<p>Use evidence to show how the lives of rich and poor from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts.</p>	<p>Describe similarities and difference between <u>some</u> people, events and artefacts studied.</p> <p>Explain (and give examples) that this may have been different in different places at the same time.</p>	<p>Describe similarities and difference between people, events and artefacts studied.</p> <p>Explain (and give examples) that this may have been different in different places at the same time.</p>

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<p>Cause and Consequence</p>	<p>Rec - Question why things happen and give explanations. Begin to identify what made something happen.</p> <p>(ELG: Understanding the World)</p>	<p>Begin to recognise that significant events happened because of a cause.</p> <p>Begin to understand that aspects of life changed following an event.</p> <p>Begin to explain why people in the past acted as they did.</p>	<p>Explain why people in the past acted the way they did and begin to explain what happened as a result.</p>	<p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have had to do something.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Use evidence to describe and explain what was important to people from the past and why.</p> <p>Address and devise historical questions about cause.</p> <p>Comment on the importance of cause and effects for some key events.</p> <p>Begin to identify why what they did (or what happened) was important and how it changed things for people.</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>Know key dates, characters and events of time studied.</p> <p>Identify and explain the short and long term causes of events.</p>	<p>Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Identify and explain the short and long term causes of events.</p>
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<p>Historical Significance</p>	<p>N - Recognise and describe a special object.</p> <p>N – Shows and interest in the lives of people who are familiar to them.</p> <p>N - Recognise and describe special times or events for family and friends.</p> <p>Rec - Recognise and describe a special time or event in their life (self, family or friends).</p> <p>(ELG: Understanding the World)</p>	<p>Recount sections of stories and facts from the past (before living memory).</p>	<p>Explain the main events from a significant event in history (or a significant person).</p> <p>Explain how some people have helped us have better lives.</p>	<p>Identify historically significant people and events from a period of history and what they did/happened.</p>	<p>Begin to identify why what they did (or what happened) was important and how it changed things for people.</p> <p>Explain how an event from the past has shaped our life today.</p>	<p>Identify historically significant people and events from a period of history. Explain why they were significant.</p> <p>Describe and explain why what they did (or what happened) was important and how it changed things for people, both at the time and in the future.</p>	<p>Identify historically significant people and events from a period of history. Explain why they were significant.</p> <p>Describe and explain why what they did (or what happened) was important and how it changed things for people, both at the time and in the future.</p>
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<p>Historical Evidence & Enquiry</p>	<p>Rec - Understand the past through books read in class & storytelling.</p> <p>(ELG: Understanding the World)</p>	<p>Begin to identify and use different ways to find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects, books, internet)</p> <p>Describe similarities and differences between artefacts. Ask questions about the artefacts.</p> <p>Explain what an object from the past might have been used for.</p>	<p>Ask and answer simple questions about the past using different sources of evidence and artefacts.</p> <p>Explain different ways in which the past is represented.</p>	<p>Explain how historic items and artefacts can be used to build up a picture of life in the past.</p> <p>Identify different sources that have given them information about the period they are studying. I.e. Internet, photos, artefacts, visits etc.</p> <p>Identify details in pictures and artefacts.</p> <p>Use evidence from a specific source to answer a question or support an answer.</p>	<p>Explain how historic items and artefacts can be used to build up a picture of life in the past.</p> <p>Use documents (as Y3) to collect evidence about the past and choose which to use to answer questions.</p> <p>Ask questions and find out about the past.</p>	<p>Use documents & sources (as previous years).</p> <p>Begin to identify primary and secondary sources.</p> <p>Choose reliable sources of evidence, realising there is often not a single answer to a historical question.</p> <p>Identify different evidence that supports a point they are making.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Use documents & sources (as previous years).</p> <p>Choose reliable sources of evidence, to answer questions and compare.</p>
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<p>Historical Interpretations</p>	<p>Rec – Understand the past through different settings, characters, and events encountered in books read in class & storytelling.</p> <p>(ELG: Understanding the World)</p>	<p>Look at, and use, stories, books, photographs, pictures and artefacts to find out about the past.</p>	<p>Look at, and use, stories, books, photographs, pictures, accounts, buildings and artefacts to find out about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Begin to discuss the reliability of photos/accounts - Identify that two people could explain something differently or retell a story in a different way.</p>	<p>Look at different representations of the period.</p> <p>Explore the idea that there are different accounts of history.</p> <p>Identify and explain how two versions of the same event differ.</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Understand that these versions may vary depending upon a person's place/role/side in history.</p>	<p>Understand that different versions of the past may exist and give reasons why.</p> <p>Compare accounts of events from different sources.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that it affects interpretations of history.</p>	<p>Understand the importance of checking the accuracy of interpretations /evidence/differing views.</p> <p>Investigate own lines of enquiry (as Y5).</p>
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