

# Bledington Primary School

## History Progression Map

(Started 2019 - Reviewed 2021 with new EYFS added)

*"How Wonderful It Is That Nobody Need Wait a Single Moment Before Starting to  
Improve the World"*

*Anne Frank*

*"The more you know about the past, the better prepared you are for the future."*

*Theodore Roosevelt*

Skills	Foundation Stage (Past & Present)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Sequence 3 events/objects with support</li> <li>Sequence photos from different periods of their life</li> <li>Introduce now/then</li> <li>Make sense of their own/family's history</li> </ul>	<ul style="list-style-type: none"> <li>Sequence 4 events or objects in chronological order</li> <li>Sequence photos from different periods of their life</li> <li>Use past and present with support</li> <li>Use now and then confidently</li> </ul>	<ul style="list-style-type: none"> <li>Sequence 4+ artefacts closer together in time</li> <li>Sequence events</li> <li>sequence photos etc from different periods of their life</li> <li>Describe memories of key events in lives</li> <li>Confidently use past and present</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a timeline (incl. Ancient Egypt)</li> <li>Sequence events or artefacts</li> <li>Use dates related to the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on a timeline</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms e.g. BC/AD, BCE</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and periods labels</li> <li>Relate current studies to previous studies</li> <li>Make comparisons between different times in history</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on timeline in relation to other studies</li> <li>Use relevant dates and terms (POs)</li> <li>Sequence up to ten events on a timeline</li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>With support, talk about similarities and differences in artefacts</li> <li>Discuss why people did things in the past</li> <li>With support, explore a range of sources to find out characteristic features of the past</li> <li>Comment on images of familiar situations from the past</li> </ul> <p><b>Linked to ELG</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and story telling</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe similarities and differences in artefacts</li> <li>Understand why people did things in the past</li> <li>Use a range of sources to find out characteristic features of the past</li> </ul>	<ul style="list-style-type: none"> <li>Find out about people and events in other times</li> <li>Confidently describe similarities and differences of collections of artefacts</li> <li>Develop empathy and understanding (hot seating, sp. and listening)</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have had to do something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of life of different people – differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late times studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another period studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>With support, talk about different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</li> <li>With support, compare &amp; discuss pictures/photographs of people or events in the past</li> </ul> <p><b>Linked to ELG</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, websites etc...)</li> <li>Begin to compare pictures or photographs of people or events in the past</li> </ul>	<ul style="list-style-type: none"> <li>Compare pictures or photographs of people or events in the past</li> <li>Identify different ways to represent the past</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources and evaluate their usefulness</li> <li>Look at representations of the period – museum, cartoons, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use of non-fiction books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources.</li> <li>Explore factual or fictional sources</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> </ul>

	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and story telling</li> </ul>						<ul style="list-style-type: none"> <li>Confident use of the library etc. for research</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Sort artefacts “then” and “now”</li> <li>Use as wide a range of sources as possible</li> <li>Speaking and listening linked to artefacts</li> <li>Ask and answer closed questions related to different sources and objects</li> </ul> <p><b>Linked to ELG</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and story telling</li> </ul>	<ul style="list-style-type: none"> <li>Sort artefacts “then” and “now” “old” and “new” “modern/present” and “ancient/past”</li> <li>Use as wide a range of sources as possible</li> <li>Speaking and listening linked to artefacts and pictures</li> <li>Ask and answer questions related to different sources and objects</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – why, what, who, how, where to ask questions and find answers</li> <li>Sequence a collection of artefacts relating to historical enquiry</li> <li>Develop own timeline</li> <li>Discuss the effectiveness of sources</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library, e-learning for research</li> <li>Ask and answer questions relating to the historical enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions showing understanding and ability to make connections</li> <li>Use the library, e-learning for research</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of life in time studied</li> <li>Select relevant sections of information</li> <li>Confident use of library, e-learning, research</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathering from several sources together in a fluent account</li> </ul>
<b>Organisation and Communication</b>	<p>As above and with support create</p> <ul style="list-style-type: none"> <li>timelines (objects/ pictures)</li> <li>drawing</li> <li>drama/role play</li> <li>writing (reports, labelling, simple recount)</li> <li>ICT</li> </ul>	<p>As above with increasing detail create</p> <ul style="list-style-type: none"> <li>timelines (3D with objects/ sequential pictures)</li> <li>drawing</li> <li>drama/role play</li> <li>writing (reports, labelling, simple recount)</li> <li>ICT</li> </ul>	<p>As above with increased detail and confidence create and develop</p> <ul style="list-style-type: none"> <li>Class display/ museum</li> <li>Annotated photographs</li> <li>ICT</li> </ul>	<p>Communicate knowledge and understanding in a variety of ways:</p> <ul style="list-style-type: none"> <li>Discussions,</li> <li>Pictures,</li> <li>Writing, annotations</li> <li>Drama</li> <li>ICT</li> <li>Work independently and in groups</li> </ul>	<ul style="list-style-type: none"> <li>Elect data and organise it into a data file to answer historical questions</li> <li>Know the period in which the study is set</li> <li>Display findings in a variety of ways</li> <li>Work independently and in groups</li> </ul>	<ul style="list-style-type: none"> <li>Fit events into a display sorted by theme time</li> <li>Use appropriate terms, matching dates to people and events</li> <li>Record and communicate knowledge in different forms· work independently and in groups showing initiative</li> </ul>	<ul style="list-style-type: none"> <li>Select aspect of study to make a display</li> <li>Use a variety of ways to communicate knowledge and understanding including extended writing</li> <li>Plan and carry out individual investigations</li> </ul>
				<p><b>Across KS2</b></p> <ul style="list-style-type: none"> <li>❖ Find out things from a variety of sources selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility</li> <li>❖ Develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy</li> <li>❖ Exchange and share information, both directly and through electronic media</li> <li>❖ Review, modify and evaluate their work, reflecting critically on its quality as it progresses</li> </ul>			