

History progression map

HISTORY	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarities and Differences	Children know that other children don't always enjoy the same things and are sensitive to this.	Begin to describe similarities and differences between historical artefacts and pictures	Describe how their own life is different from past generations of their own family	Describe how their own lives are similar or different to children living in past times.	Compare two periods of history, identifying similarities and differences between them	Make connections between two periods of history, to begin to develop historical perspective.	Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective
Vocabulary	Use simple vocabulary to describe passing of time	Use simple vocabulary to describe passing of time	Use further terms associated with the past	Use appropriate historical vocabulary to describe key features of a time period.	Begin to use abstract terms	Make appropriate use of historical terms in discussion and understand concepts	Use in context and understand terms relating to different types of history
Chronology	Children talk about past and present events in their own lives and family members	Begin to order artefacts and pictures from significantly different time periods	Order events in a period of history studies and begin to recall the dates of important events.	Show developing understanding of chronology by beginning to realise that the past can be divided into different time periods	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.	Independently place historical events or change on a timeline, remembering key facts from a period of history studied.	Create, from memory, a timeline from dates/details/eras showing knowledge of how to check for accuracy.
Significant Individuals	Know about the life of a significant historical figure	Know about the life of a significant historical figure	Sequence the story of a significant historical figure Use the stories of famous historical figures to compare aspects of life in different times	Explain how a significant figure of a period influenced change.	Explain how significant historical figures contributed to national and international achievements in a variety of eras.	Describe how significant individuals or movement has influenced the UK or wider world.	Describe how their own lives have been influenced by a significant individual or movement.
Local History		Describe, in simple terms, the importance of a local place or landmark	Describe how places in their own locality have changed over time	Describe how people in their own locality have changed over time	Describe how national changes affected their locality.	Use a range of local history resources to describe how an event affected a local town or village.	Describe the impact of international events on the local area. Suggest and research information sources

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							required to present an indepth study of a local town or city.
Continuity and Change		Compare own life and interests now with their babyhood (e.g. toys, size, abilities), recalling a significant memory from the past	Describe changes in the local area during their own lifetime and that of their parents and grandparents	Describe changes in the local area during the lifetime of grandparents	Describe some of the main changes in Britain resulting from an event Explain the impact of a significant historical figure on life in Britain	Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.	Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.
Causes & Consequence		Describe, in simple terms, why a significant individual acted the way they did	Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result	Express an opinion on whether a person or event had a positive or negative impact on life in Britain.	Explain why people acted as they did.	Describe the negative or positive impact of a period of history on contemporary society.	Describe the negative or positive impact of a period of history on contemporary society. Explain that an event can have more than one cause.
Historical Questions		Ask and respond to simple questions about the past, using sources of information	Ask and answer questions about a range of historical sources	Suggest useful research questions.	Ask and answer more complex questions through independent research.	Follow independent lines of enquiry and make informed responses based on this.	Independently investigate a complex historical research question.
Recording		Retell a story or significant event from their own past	Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings	Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people	Choose the best way to record a range of historical information, giving reasons for their choice.	Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.	Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.
Historical Inquiry	Children know about similarities and differences between themselves, others, and families, and communities and traditions.	Use simple source material (e.g. photographs) to answer questions about an event beyond living memory	Build a 'bigger picture' of a historical event, using a range of source material	Choose the most important source material for a task, showing awareness of a range of sources.	Use a range of source materials to answer questions about the past which go beyond simple observations.	Describe how different types of evidence tell us different things about the past (e.g. Greek myths vs pottery paintings) and understand why contrasting arguments and interpretations occur.	Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.

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