



<b>Progression Map</b>	<b>Chronological understanding</b>	<b>Range and depth of historical knowledge</b>	<b>Interpretations of history</b>	<b>Historical enquiry</b>
<b>Year R</b>	<ul style="list-style-type: none"><li>• To know they started as a baby but have grown and changed</li><li>• To know people are older than others</li><li>• To know the order of life baby - child (concepts of generations)</li><li>• Recognise significant dates - Birthdays</li></ul>	<ul style="list-style-type: none"><li>• To know the world around us changes as time passes</li><li>• Be aware of changes that happen throughout the year - seasons</li></ul>	<ul style="list-style-type: none"><li>• Begin to know that some pictures represent the past</li><li>• Recognise that different class members may notice different things in photographs from the past</li></ul>	<ul style="list-style-type: none"><li>• Recall special events in their own lives</li><li>• Know the names of significant people in their lives</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Sequence events in their life</li><li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li><li>• Match objects to people of different ages</li></ul>	<ul style="list-style-type: none"><li>• Recognise the difference between past and present in their own and others' lives</li><li>• They know and recount episodes from stories about the past</li></ul>	<ul style="list-style-type: none"><li>• Use stories to encourage children to distinguish between fact and fiction</li><li>• Compare adults talking about the past - how reliable are their memories?</li></ul>	<ul style="list-style-type: none"><li>• Find answers to simple questions about the past from sources of information e.g. artefacts</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Sequence artefacts closer together in time - check with reference book</li><li>• Sequence photographs etc. from different periods of their life • Describe memories of key events in lives</li></ul>	<ul style="list-style-type: none"><li>• Recognise why people did things, why events happened and what happened as a result</li><li>• Identify differences between ways of life at different times</li></ul>	<ul style="list-style-type: none"><li>• Compare 2 versions of a past event</li><li>• Compare pictures or photographs of people or events in the past</li><li>• Discuss reliability of photos/ accounts/stories</li></ul>	<ul style="list-style-type: none"><li>• Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Place the time studied on a time line</li><li>• Use dates and terms related to the study unit and passing of time</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></ul>	<ul style="list-style-type: none"><li>• Identify and give reasons for different ways in which the past is represented</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></ul>



	<ul style="list-style-type: none"> <li>• Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify reasons for and results of people's actions</li> <li>• Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between different sources - compare different versions of the same story</li> <li>• Look at representations of the period - museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</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>• Look at the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Use text books and historical knowledge</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</li> <li>• Use the library and internet for research</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects 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>• Compare accounts of events from different sources - fact or fiction</li> <li>• Offer some reasons for different versions of events</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 a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people,</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> </ul>



	<ul style="list-style-type: none"><li>• Use relevant dates and terms</li><li>• Sequence up to 10 events on a time line</li></ul>	<p>recognising that not everyone shares the same views and feelings</p> <ul style="list-style-type: none"><li>• Compare beliefs and behaviour with another time 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>	<ul style="list-style-type: none"><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><li>• Confidently use the library and internet for research</li></ul>	<ul style="list-style-type: none"><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 gathered from several sources together in a fluent account</li></ul>
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