

Little Houghton CEVA Primary School

**Progression Map**  
**Subject area: History**

Key objective/skill/theme	EYFS	KS1	LKS2	UKS2
<p><b>Chronological understanding</b></p>	<p>To know the difference between past and present in everyday life.</p> <p>To sort pictures and objects matching them to babies/children/adults.</p>	<p>To build on prior knowledge to develop an awareness of the past, using common words and phrases related to the passing of time.</p> <p>To continue to develop a sense of chronology through developing simple timelines.</p> <p>To know where the people and events studied, fit within a chronological framework.</p>	<p>To compare aspects of life from two or more different time periods.</p> <p>To place significant events on a timeline in chronological order.</p>	<p>To explain the chronology of a timeline.</p> <p>To compose a timeline of important events in the history of the period of time studied.</p> <p>To create a timeline for a period in time, marking on local, national and world events.</p>
<p><b>Knowledge and understanding of past events, people and changes in the past</b></p>	<p>To talk about how my life has changed (e.g. baby to child).</p> <p>To discuss similarity and difference in relation to peers and family.</p> <p>To know one cause for an event in their life changing (e.g., our life changed when my baby sister was born/moved house/started school).</p>	<p>To recognise key events in the lives of famous people.</p> <p>To begin to explain the impact of events from the past, nationally and globally.</p> <p>To use a wide vocabulary of everyday historical terms.</p> <p>To identify similarities and differences between ways of life in different periods</p> <p>To know about changes within living memory and events beyond living memory.</p>	<p>To begin to understand the significance of key events during the period of time studied.</p> <p>To develop a sense of ancient history and the legacy of ancient civilisations</p> <p>To develop understanding of the prehistoric time.</p> <p>To identify similarities and differences between people, events and objects.</p>	<p>To be able to explain how the political system worked in the period of time studied.</p> <p>To compare this system with other political systems studied previously.</p> <p>To explain the historical significance of key events in history and draw comparisons between different eras.</p> <p>To find out about and debate the positive and negative impact of key events that took place during different periods of time.</p> <p>To identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>To know similarities and differences between some people, events and objects studied.</p>

				<p>To give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>To know how some of these changes affect life today.</p>
<b>Historical interpretation</b>	<p>I can use stories, drama, photographs, and artefacts to find out more about the past.</p>	<p>To understand and use some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To begin to recognise the impact and effect of some significant individuals in the past and events.</p> <p>To know about significant historical events, people and places in own locality.</p> <p>To begin to explain the impact of events beyond living memory that are significant nationally and globally.</p>	<p>To examine versions of the same event and identify differences in the accounts.</p> <p>To give reasons why there may be different accounts of history.</p> <p>To extract information from texts and pictures and photographs.</p> <p>To begin to understand what life was like for different members of society in the chosen period of time studied</p> <p>To identify aspects of an ancient civilisation and understand their significance</p> <p>To begin to understand that ancient civilisations have an impact on later societies and cultures and know how Britain has been influenced by the wider world.</p>	<p>To explain how and why civilisations and empires grow.</p> <p>To learn about the past from sources including art.</p> <p>To compare different organisational structures in the study of an ancient civilisation.</p> <p>To understand the significance and impact of some of the societies studied and their legacies</p> <p>To understand how the past has been represented in different ways.</p> <p>To note connections, contrasts and trends over time.</p>
<b>Historical enquiry</b>	<p>To talk about why we celebrate firework night every year.</p> <p>To talk about why we celebrate special events every year. E.G- Bonfire Night, Christmas, Eid,</p>	<p>To ask and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?',</p> <p>To choose and use parts of stories and other sources in order to investigate the past</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'how did people ....? What did people do for ....?'</p>	<p>To use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>To ask a range of questions about change, cause,</p>

	Chinese New Year, Remembrance Day.		<p>To suggest sources of evidence to use to help answer questions.</p> <p>To know how to find out about ancient civilisations.</p>	<p>similarity and difference and significance</p> <p>To evaluate the usefulness and accurateness of different sources of evidence and form own opinions.</p> <p>To analyse and describe artefacts and explain what they teach us about a particular culture.</p>
<b>Organisation and communication</b>	To show an understanding about the past and explore it in different ways (e.g. role play, drawing, writing, talking).	<p>To have some understanding of significant individuals in recent history</p> <p>To know about and describe objects, people and events, which have made a contribution to national and international achievements</p>	<p>To understand that civilisations develop over time and be able to describe some of the major technological inventions and buildings which may have emerged.</p> <p>To be able to convey information about lives of those who lived during different periods of time.</p> <p>To use dates and terms correctly.</p> <p>To use subject specific vocabulary appropriately and correctly.</p>	<p>To present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>To use dates and terms consistently accurately.</p> <p>To choose the most appropriate way to present information to an audience</p> <p>To present research about a particular historical figure to the class using whichever medium is appropriate and suitable.</p>