

## History Progression Map

| Historical Enquiry                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                   | Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lower Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Upper Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Historical Interpretations</b> | Children can:<br>a) explore/observe and discuss different paintings of people and events from the past;<br>b) begin to understand that historians and others do not know for certain everything that happened in the past and that different versions of the past exist.                                                                                                                                                                                                                                             | Children can:<br>a) discuss how different versions of the past exist and begin to give some reasons about why this is;<br>b) understand that historians and others make interpretations about the past and that different people may form different conclusions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Children can:<br>a) explore different interpretations that have been made for something in the past, identifying the ways in which the interpretations differ and exploring the reasons why they are different;<br>b) describe why historians and others make different interpretations of the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Historical Investigations</b>  | Children can:<br>a) ask simple questions about the people and events they are told about;<br>b) begin to select relevant information from a source to answer a question;<br>c) observe or handle sources of evidence to ask simple questions about the past;<br>d) observe or handle sources of evidence to find answers to simple questions about the past on the basis of simple observations;<br>e) begin to understand that historians use a wide range of sources to gather evidence to find out about the past | Children can:<br>a) regularly address and sometimes devise own questions to find answers about the past;<br>b) construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;<br>c) begin to undertake their own research using a small selection of sources provided for them;<br>d) make careful observations of several different types of sources of evidence and draw on their own subject knowledge to begin to draw inferences from these observations;<br>e) begin to discuss how a source is useful to them to provide evidence to help answer a particular enquiry question;<br>f) understand that historians and others gather evidence from a wide range of different sources to find out about the past. | Children can:<br>a) devise their own historically valid questions;<br>b) research answers to questions using a variety of sources of evidence, sometimes conducting an enquiry into questions they have posed themselves;<br>c) start to understand the difference between primary and secondary sources and recognise when they are using primary and secondary sources;<br>d) observe sources of evidence with close attention to detail, drawing upon their own knowledge to make inferences;<br>e) show an understanding, when working with sources, that all sources can be useful and also that all sources can have limitations;<br>f) start to understand that some sources are more useful than others in answering specific enquiry questions;<br>g) continue to develop their understanding of how historians and others use sources of evidence to investigate the past, considering some of the questions historians might ask about the sources they use. |

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| <b>Chronological Understanding</b>                       | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) sequence artefacts and events that are close together in time;</li> <li>b) order dates from earliest to latest on simple timelines;</li> <li>c) sequence pictures from different periods;</li> <li>d) describe memories and changes that have happened in their own lives;</li> <li>e) use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</li> </ul> | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>b) understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>                                                              | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>b) accurately use dates and terms to describe historical events;</li> <li>c) understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and ancient Egypt.</li> </ul>                                                                                     |
| <b>Knowledge and Understanding of Events in the Past</b> | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) know and recount episodes from stories and significant events in history;</li> <li>b) understand that there are reasons why people in the past acted as they did;</li> <li>c) describe significant individuals from the past.</li> </ul>                                                                                                                                                                                                                                      | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) find out about the everyday lives of people in time studied compared with our life today;</li> <li>b) explain how people and events in the past have influenced life today;</li> <li>c) identify key features, aspects and events of the time studied;</li> <li>d) describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul> | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b) use appropriate historical terms, such as 'culture', 'religious', 'social', 'economic' and 'political', when describing the connections, contrasts and trends over time;</li> <li>c) describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul> |
| <b>Presenting, Organising and Communication</b>          | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage and society. Concepts are sometimes introduced in more basic forms to aid children's understanding, e.g. farming for 'agriculture';</li> <li>b) talk and sometimes write about things from the past using some basic historical vocabulary, including time words, e.g. 'in the past', 'earlier/earliest', 'during'.</li> </ul>                                      | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</li> <li>b) start to present ideas based on their own research about a studied period</li> </ul>                                                          | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives;</li> <li>b) plan and present a self-directed project or research about the studied period.</li> </ul>                                                                                                                                                                                            |
| <b>Substantive Concepts and Vocabulary</b>               | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage and society. Concepts are sometimes introduced in more basic forms to aid children's understanding,</li> </ul>                                                                                                                                                                                                                                                      | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) build on prior knowledge to start to gain further understanding of substantive concepts and start to understand some new substantive concepts;</li> <li>b) understand an increasing range of appropriate historical vocabulary and use</li> </ul>                                                                                                                                  | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;</li> <li>b) start to recognise that some concepts, such as technology, will be different across different periods of history;</li> </ul>                                                                                                                                                                     |

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|                              | e.g. farming for 'agriculture';<br>b) talk and sometimes write about things from the past using some basic historical vocabulary, including time words, e.g. 'in the past', 'earlier/earliest', 'during'.                                                                                                            | this to talk and write about the past including chronology words, e.g. 'BC/AD', 'ancient', 'century', 'chronological', and investigation words, e.g. 'source', 'evidence', 'artefact', 'similar' and 'different'.                                                                                                                                                                                                                                             | c) use historical vocabulary with increasing accuracy;<br>d) use an increasingly broader range of appropriate historical vocabulary and use this to talk and write about the past, including chronology words, e.g. 'time period', 'circa' (c.), 'simultaneously', and investigation words, e.g. 'primary source', 'the value of the source for... significance', 'cause' and 'consequence'.                                                                                                                                                                                                                                               |
| <b>Disciplinary Concepts</b> |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Continuity and Change</b> | Children can:<br>a) begin to identify old and new things across periods of time through pictures, photographs and objects;<br>b) begin to understand that some things change and some things stay nearly the same.                                                                                                   | Children can:<br>a) identify key things that stayed the same between periods;<br>b) identify key things that changed between periods;<br>c) start to explain the impact of some changes that have happened throughout different periods of time;<br>d) identify that there are reasons for continuities and changes across periods of time and explain some of these;<br>e) start to understand that there are times in history when change happens suddenly. | Children can:<br>a) identify why some changes between different periods of time have had more significant consequences than others;<br>b) explain why some periods in history may have had more changes, e.g. post-war Britain, and some may have had more continuity;<br>c) start to categorise some types of changes into political, economic, social and technological;<br>d) understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history;<br>e) understand and describe in some detail the main changes to an aspect of a period in history. |
| <b>Cause and Consequence</b> | Children can:<br>a) begin to understand that a cause is the reason why something happens and that historical events have causes;<br>b) explain that historical events are caused by things that took place before them;<br>c) understand that a consequence is something that happens as a result of something else. | Children can:<br>a) understand that a cause is something directly linked to an event and not just something that happened before it;<br>b) start to understand that there are short and long-term causes of events;<br>c) Begin to understand that historical events create changes that have consequences;<br>d) understand that historical events have consequences that sometimes last long after the event is over.                                       | Children can:<br>a) examine in more detail the short and long-term causes of an event being studied;<br>b) understand that one event can have multiple consequences that impact many countries and civilisations;<br>c) understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.                                                                                                                                                                                                     |

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| <b>Similarities and Differences</b> | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;</li> <li>b) identify that some things within living memory are similar and some things are different;</li> <li>c) recognise some similarities and differences between the past and the present.</li> </ul>                                                        | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights and different religious beliefs;</li> <li>b) identify and give some examples of how life was similar in the past.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) explain and give varied examples of how life was similar and different in the past;</li> <li>b) explain and give examples to show that things may have been different from place to place at the same time;</li> <li>c) start to give reasons for these similarities and differences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Historical Significance</b>      | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) discuss reasons why we learn about specific people from the past;</li> <li>b) discuss reasons why we learn about specific events from the past;</li> <li>c) begin to understand that when we talk about something or someone being significant, we are saying they are judged to be important today;</li> <li>d) discuss some of the ways that significant people are remembered and commemorated.</li> </ul> | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) understand that a person or event is historically significant when they have impacted on today or are judged to be important today;</li> <li>b) begin to understand that historical significance is a decision that people living today make about what they feel are important aspects of the past to learn about;</li> <li>c) understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;</li> <li>d) identify historically significant people and events from a period of history and give some detail about what they did or what happened;</li> <li>e) explore possible criteria for considering how significant something is and begin to discuss why something or someone is significant.</li> </ul> | <p>Children can:</p> <ul style="list-style-type: none"> <li>a) explain that historical significance is a personal decision that people make, which means that not everyone agrees on who or what is significant;</li> <li>b) understand that what we consider to be significant can change throughout different periods;</li> <li>c) begin to explain how a person or event can have a different significance individually, regionally, nationally or globally;</li> <li>d) identify a range of historically significant people and events from different periods of history and explain why they were significant;</li> <li>e) identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact they had.</li> </ul> |