



History Progression Map

Area of Study	EYFS	Year 1	Year 2
<p>Chronological Understanding</p>	<p>In Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Past and Present ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling; Achieved by... Understanding the past as something that has already happened- a memory. Birthdays come regularly and show chronology of age. Present day provide context to understand the concept of the past. Recalling how they have played with a toy yesterday/last week/last birthday or Christmas.</p>	<p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Use common words and phrases relating to the passing of time. Using appropriate tenses.</p> <p>Can recall changes within living memory.</p> <p>Understanding where the units covered fit within a simple timeline and in relation to the present day.</p>	<p>Discuss the past, using correct vocabulary and phrases relating to the passing of time.</p> <p>Can sequence a set of events, explain, and justify their choice.</p> <p>Describing where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>
<p>Historical Enquiry</p>	<p>Investigating and exploring artefacts such as old and new toys. Asking and answering questions. Using a range of sources such as physical items, pictures and videos to extract information.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions. (C&L)</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Extracting and recalling data in a variety of ways including videos, books, and pictures. Extracting appropriate data in relation to the enquiry question.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>Can discuss possible cause of events and consequences.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Question the reliability of sources and decide what a reliable source might be.</p>



<p>Historical Interpretations</p>	<p>Recount an event verbally, pictorially or through writing. Interpret stories that may be set in the past. Understanding that memories may be different depending on who the memories belong to. Making sense of the similarities and differences, and explaining our ideas. Ordering and sequencing of a story ELG Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>Relate his/her own account of an event and understand that others may give a different version. Can distinguish between fact and fiction. Understand that some historical events are within living history and some beyond. Describe significant historical places in our own locality. Understanding similarities and differences between historic events and the present day.</p>	<p>Describe changes within living memory and aspects of change in national life. Describe events beyond living memory that are significant nationally or globally. Deciding what data is useful and relevant to answering the enquiry question. Can discuss misconceptions and explain why these may occur. Can discuss how reliable a source is. Understand that some historical events are within living history and some beyond. In this context, discuss which events are likely to have more reliable sources.</p>
<p>Organisation and Communication</p>	<p>Recounting past celebrations or events that took place at the weekend, yesterday, this morning... Comparing and sorting artefacts such as old and new toys. IR-Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk, draw, act out or write about aspects of the past. Compare items from different eras and understand why they may be different (e.g. no electricity in the past) Recall 'sticky' learning as a foundation for new learning.</p>	<p>Use a wide vocabulary of everyday historical terms. Speak about how he/she has found out about the past. Record what he/she has learned by drawing, retelling, acting out or writing. Recall 'sticky' learning as a foundation for new learning Make comparisons and explain thinking.</p>
<p>Understanding of Events, people and changes</p>	<p>Can talk about talk, draw, act out or write about special events. Can talk about significant individuals. ELG Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>Can talk about and sequence key features of events. Can describe aspects of the lives of significant individuals and explain how their actions or events may have influenced life today. (e.g. The wright brothers of Louis Stevenson) Identify some similarities and differences between ways of life in different periods.</p>	<p>Can sequence and describe key features of events. and empathise with significant people affected. Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. Discuss and understand the points of view of significant people in history understanding what may have influenced their actions.</p>