



History Progression Map

Area of Study	EYFS	Year 1	Year 2
<p>Chronology (Understanding of Time and Sequence)</p>	<p>Use simple time vocabulary (e.g., yesterday, today, tomorrow).</p> <p>Talk about events in their own life and those of family members.</p> <p>Sequence familiar routines or events (e.g., a school day, birthdays).</p> <p>Begin to understand the concept of "past" and "present".</p>	<p>Place events and objects in chronological order using timelines with pictures or events.</p> <p>Use simple terms such as 'a long time ago', 'before', 'after', 'past', 'present'.</p> <p>Understand the passing of time through familiar events (e.g., comparing childhood to adulthood)</p>	<p>Sequence events and significant people beyond living memory (e.g., Great Fire of London).</p> <p>Use more precise chronological language (e.g., century, decade).</p> <p>Recognise the difference between past, present, and future and place historical periods on a simple timeline.</p>
<p>Historical Enquiry (Asking Questions and Investigating the Past)</p>	<p>Ask simple questions about the past (e.g., "What was it like when you were little?").</p> <p>Explore artefacts and pictures with curiosity.</p> <p>Engage with stories about the past and respond with comments or questions.</p>	<p>Ask and answer simple questions using artefacts, stories and pictures.</p> <p>Explore how we find out about the past using primary sources (e.g., photographs, diaries).</p> <p>Begin to understand that historians ask questions to learn more.</p>	<p>Ask more complex questions (e.g., "Why did that happen?" or "What were the effects?").</p> <p>Use a range of sources to find answers and begin comparing them.</p> <p>Identify what sources can and cannot tell us about the past.</p>
<p>Interpretation of Information and Events</p>	<p>Begin to understand that stories and accounts may differ (e.g., different versions of the same fairy tale).</p> <p>Listen to different viewpoints (e.g., a parent and a grandparent describing a toy).</p>	<p>Recognise that people in the past may have experienced events differently.</p> <p>Begin to understand that different sources give different versions of events.</p>	<p>Identify that accounts and interpretations can vary.</p> <p>Discuss reasons why people may have viewed events differently (e.g., King vs. people in historical events).</p> <p>Show understanding that the past can be represented in different ways (e.g., art, writing, films).</p>



<p>Organisation and Communication of Historical Information</p>	<p>Recounting past celebrations or events that took place at the weekend, yesterday, this morning...</p> <p>Talk about past events and use pictures or role-play to show understanding.</p> <p>Draw simple timelines of personal experiences.</p>	<p>Use words, labels, and pictures to communicate what they have learned.</p> <p>Begin to record information using structured formats (e.g., fact files, simple timelines).</p>	<p>Use writing, speaking, drama, and drawing to explain historical understanding.</p> <p>Organise information in more detailed timelines, charts, or reports.</p> <p>Begin to use historical vocabulary confidently when presenting findings.</p>
<p>Use of Sources</p>	<p>Explore simple artefacts, pictures, books, and oral stories.</p> <p>Talk about what they see and ask what it is or was used for.</p>	<p>Use a variety of sources to find out about the past (e.g., photographs, books, artefacts).</p> <p>Understand that sources can tell us about people's lives long ago.</p>	<p>Begin to evaluate sources (e.g., "Is this a reliable source?").</p> <p>Understand that some sources are more useful than others for answering specific questions.</p> <p>Use a wider range of sources (e.g., historical documents, interviews, video clips).</p>
<p>Understanding of Impact: Events, People, and Societal Change</p>	<p>Know that some people and events are important (e.g., Remembrance Day, birthdays, Christmas, Hannukah, Diwali).</p> <p>Talk about family history and community events.</p>	<p>Identify key individuals (e.g., Florence Nightingale, Mary Seacole) and why they are remembered.</p> <p>Understand the significance of national events (e.g., Guy Fawkes).</p> <p>Describe how these people/events made a difference.</p>	<p>Explain the impact of historical events on people's lives (e.g., Great Fire of London, explorers, Remembrance)</p> <p>Compare the lives of significant individuals and explain how they contributed to national and international achievements (e.g. nurturing nurses Florence Nightingale, Mary Seacole, Edith Cavell).</p> <p>Understand how society has changed over time as a result of events or people.</p>