



Sheldwich Primary School History Progression Map



	Pre-School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Chronology	To begin to make sense of their own life-story and family's history	To begin to differentiate between the past and the present. To talk about the lives of people around them and their roles in society. To compare and contrast characters from stories, including figures from the past.	To sequence events, photographs or objects in chronological order To remember parts of stories and memories about the past. To use words and phrases: old, new, young, days, months.	To sequence events, artefacts/ objects, photographs closer together in time. To remember parts of stories and memories about the past in increasing depth. To sequence events, photos etc from different periods of their life To place events on a simple timeline, adding times previously studied. To use words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.	To place the time studied on a time line. To sequence events. To use dates related to the passing of time. To begin to use words and phrases such as century and decade to aid chronological understanding. To understand timelines can be divided in BC and AD.	To name and place events and dates of significant events from period studied on a time line. To use terms related to the period and begin to date events. To understand more complex terms e.g. BCE/AD To use words and phrases: century, decade, BC, AD, after, before, during. To divide recent history into present, using 21st century, and the past using 19th and 20th centuries.	To place the current study on time line in relation to other studies To know and sequence key events of time studied To use relevant terms and periods labels To relate current studies to previous studies To make comparisons between different times in history To draw and place a timeline with different time periods outlined. To confidently use words and phrases such as century, decade to aid chronological understanding. Identifies changes within and across historical periods.	To use timelines to place events, periods and cultural movements from around the world. To use timelines to demonstrate changes and developments in culture, technology, religion and society. To use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. To describe main changes in a period in history using words such as: social, religious, political, technological and cultural. To name and know the date of any significant event studied from past and place it correctly on a timeline.

Historical Knowledge	To show interest in the lives of people who are familiar to them.	To talk about the lives of people around them and their roles in society.	To tell the difference between past and present in own and other people's lives.	To find out about people and events in other times. Drama – to develop empathy and understanding (hot seating, sp. and listening) To recount main events from a significant event in history. To use evidence to explain reasons why people in past acted as they did.	To find out about everyday lives of people in time studied and compare with our life today. To describe similarities and differences between people, events and objects. To identify reasons for and results of people's actions To understand why people may have had to do something	To use evidence to reconstruct life in time studied. To identify key features and events. To look for links and effects in time studied. To offer a reasonable explanation for some events. To develop a broad understanding of ancient civilisations. To describe how some of the past events/people affect life today. To show knowledge and understanding by describing features of past societies and periods. To identify some ideas, beliefs, attitudes and experiences of men, women and	To study different aspects of life of different people – differences between men and women. To examine causes and results of great events and the impact on people. To compare life in early and late times studied. To compare an aspect of life with the same aspect in another period. To study an ancient civilization in detail. To give some causes and consequences of the main events, situations and changes in the periods studied. To identify changes and links within and across the time periods studied.	To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To compare beliefs and behaviour with another period studied. To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. To know key dates, characters and events of time studied. To give own reasons why changes may have occurred, backed up with evidence. To show identified changes on a timeline.
	To remember and talks about significant events in their own experience.	To understand the past through settings, characters and events encountered in books read in class and storytelling.	To question why people did things in the past? To use a range of sources to find out characteristic features of the past. To describe significant individuals from the past.					

						children from the past.		
Historical Interpretations	To recognise and describe special times or events for family or friends.	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	To begin to identify and compare different ways to represent the past (e.g. photos, stories, adults talking about the past).	To compare pictures or photographs of people or events in the past. To identify different ways to represent the past. To understand why some people in the past did things.	To identify and give reasons for different ways in which the past is represented Eg. Two versions of the same event. To look at representations of the period – museum, cartoons etc	To look at the evidence available. To begin to evaluate the usefulness of different sources To learn how to use text books to gain historical knowledge and evaluate their effectiveness. To be aware that different versions of the past may exist and suggest reasons for this.	To compare accounts of events from different sources. To offer some reasons for different versions of events. To give clear reasons why there may be different accounts of history. To know that people (now and in past) can represent events or ideas in ways that persuade others	To work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. To consider ways of checking the accuracy of interpretations – fact or fiction and opinion To be aware that different evidence will lead to different conclusions To confident use of non-fiction books for research.

Historical Enquiry		To use the language of 'today', 'yesterday' and 'tomorrow'. To ask questions about a person, place or thing.	To find answers to simple questions about the past from sources of information (eg. pictures, stories). To sort artefacts "then" and "now". To use a wide range of sources as possible. To ask and answer questions related to different sources and objects.	To look carefully at pictures or objects to find information about the past. To ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',	To use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. To ask questions such as 'how did people? What did people do for?' To suggest sources of evidence to use to help answer questions.	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions.	To begin to identify primary and secondary sources. To use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to build up a picture of life in time studied. To ask a range of questions about the past. To choose reliable sources of evidence to answer questions. To realise that there is often not a single answer to historical questions.	To recognise primary and secondary sources To use a range of sources to find out about an aspect of the past. To suggest omissions and the means of finding out To bring knowledge gathering from several sources together in a fluent account. Forming their own opinion about the event/time. To evaluate the usefulness and accurateness of different sources of evidence.
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Organisation and Communication		To use a visual timetable to understand what we are doing today To use drawing and role play to represent ideas	To show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	To describe objects, people and events. To write simple stories and recounts about the past. To draw labelled diagrams and writes about them to tell others about people, events and objects from the past.	To communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, ICT, drama. To use dates and terms with increasing accuracy. To discuss different ways of presenting information for different purposes.	To know the period in which the study is set. To present findings about past using speaking, writing, ICT, drama and drawing skills. To use dates and terms correctly. To discuss most appropriate way to present information, realising that it is for an audience. To use subject specific words such as monarch, settlement, invader. To work independently and in groups.	To fit events into a display sorted by theme/time. To use appropriate terms, matching dates to people and events. To record and communicate knowledge in different forms, appropriately choosing it for your audience. To present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. To work independently and in groups showing initiative.	To present information in an organised and clearly structured way. To make use of different ways of presenting information. To present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). To make accurate use of specific dates and terms.
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Period of history studied through topic lesson 2020/2021

Class	Period of History
Ladybirds (Year R)	Personal History
Butterflies (Year 1)	Houses and Homes, Famous People, Pirates,
Dragonflies (Year 2)	Great Fire of London, Dinosaurs, Seasides and Castles
Squirrels (Year 3)	Stone Age, Egyptians, Vikings and the Anglo Saxons
Otters (Year 4)	Tudors, Romans
Foxes (Year 5)	Ancient Greeks, History of Fairground Rides in England, Aztecs
Badgers (Year 6)	Victorians, World War 1, Sheldwich Local Study