

St Columb Minor History Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Chronological understanding	<p>Know and recount episodes from their own and others' past, saying why it happened.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Describe main story settings, events and principal characters.</p>	<p>Place known events and objects in chronological order.</p> <p>Place events in order and comment on the order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Use common words and phrases relating to the passing of time.</p>	<p>Place events in order and comment on the order.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Place events in order and comment on the order with growing accuracy.</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe 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>Place some historical periods in a chronological framework.</p> <p>Place events in order and comment on reasons for the order.</p> <p>Use dates to order and place events on a timeline.</p> <p>Use historic terms related to the period of study.</p> <p>Give reasons to describe similarities and differences between ways of life in different periods.</p>	<p>Use dates to order and place events on a timeline.</p> <p>Place events in order and comment on the order and explain the reasons for this.</p> <p>Place events and historical figures on a timeline using dates and overlaying chronology.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use a wide range of historic terms related to the period of study.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>Use dates to order and place events on a timeline from all their learning.</p> <p>Place events in order and comment on the order giving well explained reasoning.</p> <p>Confidently use historic terms related to a range of periods of study.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p>	
Similarities and Differences	<p>Recognise the difference between past and present in their own and others' lives.</p>	<p>Identify some similarities and differences between ways of life in different periods.</p> <p>Sort artefacts from 'then' and 'now'</p>	<p>Identify some similarities and differences between ways of life in different periods.</p> <p>Describe some simple similarities and differences between</p>	<p>Identify some similarities and differences between ways of life in different periods.</p> <p>Describe some simple similarities and differences between</p>	<p>Identify some similarities and differences between ways of life in different periods.</p> <p>Describe some simple similarities and differences</p>	<p>Identify some similarities and differences between ways of life in different periods.</p> <p>Describe similarities and differences across British, local and world history.</p>	<p>Explain reasons for differences and similarities across various periods.</p> <p>Describe similarities and differences across British, local and world history.</p>	<p>Describe where the people and events studied fit within a chronological framework and explain reasoning behind this.</p>

		Describe some simple similarities and differences between artefacts.	artefacts and begin to explain the reasons for change.	artefacts and begin to explain the reasons for change. Understand the differences between people in the past due to age, gender, race, wealth.	between artefacts and begin to explain the reasons for change. Understand the differences between people in the past due to age, gender, race, wealth.	Describe some simple similarities and differences between artefacts and explain the impact this has on historians. Understand the differences between people in the past due to age, gender, race, wealth.	Describe some simple similarities and differences between artefacts and explain the impact this has on historians. Begin to discuss similarities and differences between historians' views (KS3)
Change and Continuity	Discuss aspects of change within their own lives/surroundings.	Recognise 'past' and 'present', 'now' and 'then' Understand differences between an event and living memory.	Understand differences between an event and living memory. Compare periods and understand change and continuity between them.	Describe changes and impacts on Britain throughout key events in British history and world history. Discover changes between and within periods.	Describe changes and impacts on Britain throughout key events in British history and world history. Discover changes between and within periods. Begin to give reasons for changes or continuity.	Make comparisons across periods of British and World History and the present. Address and sometimes devise historically valid questions about change and continuity. Understand how change may have been different to different people and places in the same period.	Understand how change may have been different to different people and places in the same period. Address and sometimes devise historically valid questions about change and continuity. Understand how change may have been different to different people and places in the same period. Link this to wider knowledge of stereotypes and explain what impact this has had on our views of change and continuity in history.
Historical Significance	Talk and discuss aspects of the past using some everyday historical terms. Answer how and why questions in response to stories or events.	Understand key features of events. Describe key people in history.	Begin to compare aspects of life in different periods. Discuss the lives of significant people in the past who have contributed to national and	Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. Discuss the lives of significant people in	Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. Discuss the lives of significant people in	Compare periods understanding how they have made a significant impact on the present day. Understand why the lives of significant people are integral to understanding the past.	Compare periods understanding how they have made a significant impact on the present day. Understand why the lives of significant people are integral to understanding the past.

	Describe an event or family member from their past that is important to remember.		international achievements.	the past who have contributed to national and international achievements.	the past who have contributed to national and international achievements.		Address and sometimes devise historically valid questions about significance.
Sources and Evidence	Use stories to encourage children to distinguish between fact and fiction.	Find answers to some simple questions about the past from simple sources of information.	Ask and answer questions, beginning to choose and use parts of stories and other sources to show that he/she knows and understands key features of events. Speak about how he/she has found out about the past.	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 Explain how she/he has found out about the past and inferences from sources. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	Explain how she/he has found out about the past and inferences from sources. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past.	Provide an account of a historical event based on more than one source. Compare sources of information available for the study of different times in the past.	Provide an account of a historical event based on more than one source and comment on the credibility of sources. Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research.
Cause and Consequence	Ask questions about why things happen.	Recognise that events happen because of a cause. Understand that aspects of life change after an event.	Recognise that events happen because of a cause. Understand that aspects of life change after an event. Give reasons for the actions of significant historical figures	Understand the importance of cause and impact of key events. Describe the achievements of the earliest civilizations Give reasons for the actions of significant historical figures Answer and create historical questions about cause.	Understand the importance of cause and impact of key events. Describe the achievements of the earliest civilizations Give reasons for the actions of significant historical figures Answer and create historical questions about cause.	Explain the causes and consequences of key events in British and World History. Give some reasons for some important historical events. Give reasons for the actions of significant historical figures	Explain the causes and consequences of key events in British and World History. Consider short and long term impacts of key events. Give reasons for the actions of significant historical figures Note connections, contrasts and trends over time and show developing appropriate use of historical terms.

							Use evidence to support arguments.
<p>Historical Interpretation</p>	<p>Develop their own explanations by connecting ideas and events.</p> <p>Talk about some of the things they have observed, question why things happen and give explanations.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Relate his/her own account of an event and understand that others may give a different version.</p> <p>Discuss simple impacts of people and events.</p>	<p>Describe significant historical events, people and places in his/her own locality.</p> <p>Describe events beyond living memory that are significant nationally or globally.</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>Expand on the significant historical events, people and places in his/her own locality.</p> <p>Begin to discuss viewpoint in sources and how this impacts them.</p>	<p>Explain the significant historical events, people and places in his/her own locality.</p> <p>Understand that sources can contradict each other.</p>	<p>Explain the significance of a local study globally.</p> <p>Understand that the type of information available depends on the period studied.</p> <p>Evaluate the usefulness of a variety of sources.</p>	<p>Explain the significance of a local study globally.</p> <p>Evaluate the usefulness and credibility of a variety of sources.</p>