

**St. Hugh's Catholic Primary School
History Progression Map**

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Understanding the world	People and communities	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p> <p>Is interested in photographs of themselves and other familiar people and objects</p> <p>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</p>	<p>Has a sense of own immediate family and relations and pets</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p>	<p>Shows interest in the lives of people who are familiar to them</p> <p>Remembers and talks about significant events in their own experience</p> <p>Recognises and describes special times or events for family or friends</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>Talks about past and present events in their own life and in the lives of family members</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>

Early Learning Goal: Past and present

- 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.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>To sequence events and objects in chronological order</p> <p>To sequence events of their lives</p> <p>To create a simple timeline of their lives and understand time before they were born</p>	<p>To sequence pictures and photos from two different periods</p> <p>To place two different periods on a dated timeline</p> <p>To begin to include key dates on a timeline</p>	<p>To sequence events and artefacts within the period studied including dates</p> <p>To place the period studied on a timeline</p> <p>To begin to use and understand the terms BC and AD and what they stand for</p>	<p>To place periods already studied on a timeline</p> <p>To use and understand BC and AD accurately</p> <p>To place events closer together in time on a timeline and understand overlap of periods</p>	<p>To place periods already studied on a timeline beginning to include key dates and events</p> <p>To correctly distance periods on a timeline</p> <p>To begin to interpret a short-term timeline, comparing this to a long-term timeline</p>	<p>To sequence key dates and events on a timeline from all periods studied</p> <p>To create a timeline with events correctly distanced from each other including overlap</p> <p>To create a short-term timeline and understand how this fits into a long-term timeline</p>

<p>Key knowledge</p>	<p>To recall key events in their lives</p> <p>To recall an important date from periods studied</p> <p>To recall an important person and place</p>	<p>To recall key events within a period studied</p> <p>To recall up to 3 dates within periods studied</p> <p>To recall up to 3 significant people and places within periods studied</p>	<p>To recall key events within periods studied so far</p> <p>To recall dates which link to significant people or places within a period studied</p>	<p>To recall key events within periods studied so far</p> <p>To recall an increasing number of dates linked to people and places within periods studied</p>	<p>To recall key events within periods studied so far</p> <p>To recall all key dates, people and places within a period</p>	<p>To recall key events within periods studied so far</p> <p>To recall all key dates, people and places within periods studied</p>
<p>Enquiry</p>	<p>To understand that artefacts, pictures and photos can tell us about the past</p> <p>To use a story to compare past and present</p>	<p>To begin to use artefacts to generate ideas about what the past was like</p> <p>To begin to use a written historical source to find out about the past</p> <p>To understand that pictures, artefacts and written documents are called sources</p>	<p>To use observation of artefacts to generate ideas for their uses</p> <p>To use historical texts to find out more about a period studied and know that this is called a source</p> <p>To begin to use books and the internet to research</p>	<p>To use observation of artefacts to generate questions</p> <p>To use two conflicting written sources about a key event to find out about the past</p> <p>To understand the terms primary and secondary source</p> <p>To use books and the internet to research independently</p>	<p>To begin to use observation of artefacts to generate questions and answer them using research</p> <p>To compare a range of sources to find out about the past</p> <p>To identify primary and secondary sources</p> <p>To understand that not all information in books or online is accurate</p>	<p>To independently generate questions about an artefact and use research to answer them</p> <p>To use research to find reliable primary and secondary sources of information on a period studied</p>
<p>Interpretation</p>	<p>To know what makes something or someone significant in history</p> <p>To compare the present to the recent past</p> <p>To begin to compare the present to a period post-1066</p>	<p>To identify the significant events, people and places within a period studied</p> <p>To find similarities and differences between two different periods in history</p> <p>To compare the present to a period post-1066</p>	<p>To identify and explain why people, places and events are significant</p> <p>To compare and contrast two different periods in history</p> <p>To understand why certain events took place</p>	<p>To compare significant people within a period studied</p> <p>To understand that not all sources agree on events and begin to explain why</p> <p>To compare two periods of history in different parts of the world</p> <p>To begin to understand cause and effect within a period</p>	<p>To compare significant people across two different periods</p> <p>To being use a range of sources to interpret an event</p> <p>To offer a range of explanations for why an event took place, choosing the most reasonable</p>	<p>To compare a range of periods already studied</p> <p>To use a range of sources to interpret an event independently and compare with peers</p> <p>To explain why an event took place and justify this with evidence</p> <p>To understand cause and effect across a range of periods studied</p>

					To understand cause and effect within a period	
Organisation and communication	<p>To use drama to explore the past: dress up and play</p> <p>To draw the present and the past</p> <p>To use historical vocabulary to talk and write about the past</p> <p>Labelling pictures</p>	<p>To use drama to explore the past: hot seat historical figures</p> <p>To sketch artefacts</p> <p>To write a diary entry set in the past</p> <p>To label simple maps and diagrams</p>	<p>To use drama to explore the past: use evidence to create daily life within period</p> <p>To sketch and label artefacts with increasing accuracy</p> <p>To record information using literacy genres already learned</p> <p>To label more complex maps and diagrams</p>	<p>To use drama to explore the past: debates between opposing sides</p> <p>To sketch and label artefacts with increasing accuracy</p> <p>To record information using literacy genres already learned</p> <p>To use sources to label maps and diagrams</p>	<p>To use drama to explore the past: Recreate key events in history</p> <p>To sketch and label artefacts with increasing accuracy</p> <p>To record information using literacy genres already learned</p> <p>To use sources to label maps and diagrams independently</p>	<p>To use drama to explore the past: create a longer performance with accurate events and people in order</p> <p>To sketch and label artefacts with increasing accuracy</p> <p>To record information using literacy genres already learned</p> <p>To use research to create maps and diagrams</p>