



Eardisley CE Primary School

In all that we do our values shine through

Progression Map for History

To be read alongside the Intent, Implementation and Impact Statement for History

Key Stage	Development Matters and National Curriculum Subject Content and Skills
EYFS	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past
Key Stage 1	<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods• a local history study
Key Stage 2	<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world• the Roman Empire and its impact on Britain• Britain's settlement by Anglo-Saxons and Scots• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

	<ul style="list-style-type: none"> • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • a local history study.
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Key Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronology	<p>I can explain how I have changed since I was born, sequencing events and photos from different periods of my life.</p> <p>I can describe memories of key events in my life.</p> <p>I can sequence events or objects in chronological order.</p> <p>I can sequence artefacts closer together in time.</p> <p>I can sequence events or objects in chronological order and explain my reasons.</p> <p>I can use a timeline to show when certain events happened/significant people lived.</p>	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can plot events on a timeline using centuries and begin to date key events.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p>	<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can relate the period of history I am studying now to my previous historical learning.</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework, using specific dates.</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened and make comparisons with other historical periods or events.</p>
Historical Terms and Vocabulary	<p>I can use words and phrases like: old, new and a long time; before, after, past, present, then and now.</p>	<p>I can begin to use some key terms related to the period of history being studied.</p>	<p>I can explain more complex terms e.g. BCE/AD.</p>

		I can understand more complex terms e.g. BCE/AD.	I can use terms related to all the periods of history I have studied.
Historical Enquiry	<p>I can recognise that some objects belonged to the past and ask and answer questions about them.</p> <p>I can find out things about the past by talking to an older person, looking in books or using the internet.</p> <p>I can sequence a collection of artefacts.</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p> <p>I can ask and answer questions about a source and discuss its effectiveness.</p>	<p>I can use my mathematical knowledge to work out how long-ago events happened.</p> <p>I can use research skills to find answers to specific historical questions using books and the internet and record my findings.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>I can research what it was like for people in a given period of history using books and the internet and present my findings.</p>	<p>I can identify primary and secondary sources.</p> <p>I can use evidence to build up a picture of life in a given period of history.</p> <p>I can use research skills to select relevant sections of information in order to answer specific questions and begin to consider what else we may need to know.</p> <p>I can describe the features of historical events and way of life from periods I have studied, using knowledge gathered from several sources.</p>
Interpreting History	<p>I can identify different ways to represent the past (e.g. photos, stories, adults talking about the past).</p> <p>I can compare pictures or photographs of people or events in the past.</p>	<p>I can identify and give reasons for different ways in which the past is represented.</p> <p>I can distinguish between different sources and begin to evaluate their usefulness.</p>	<p>I can compare accounts of events from different sources and consider if they are fact or fiction.</p> <p>I can offer some reasons for different versions of events.</p> <p>I can link sources and begin to work out how conclusions were arrived at and can consider how different evidence could lead to different conclusions.</p> <p>I can think about how to check the accuracy of interpretations – distinguishing between fact, fiction or opinion.</p>

Continuity and Change	<p>I can explain what an object from the past might have been used for. I can spot old and new things in a picture.</p> <p>I can compare artefacts, describing their similarities and differences</p> <p>I can find out how Eardisley has changed in the last 100 years.</p> <p>I can find out about people and events in other times.</p> <p>I can compare the lives and reigns of Queen Victoria and Queen Elizabeth II</p>	<p>I can find out about the everyday lives of people in a given time and compare it with our lives today.</p> <p>I can compare an aspect of life with the same aspect in another period time studied.</p>	<p>I can compare an aspect of life with the same aspect in another period.</p> <p>I can compare attitudes, beliefs and behaviour with another period studied</p>
Similarities and Differences	<p>I can ask and answer questions about old and new objects and begin to describe similarities and differences.</p> <p>I can give examples of things that were different when my grandparents were children.</p>	<p>I can use artefacts and evidence to identify similarities and differences between two or more periods of history.</p> <p>I can research in order to find similarities and differences between two or more periods of history</p>	<p>I can identify and explain differences, similarities and changes between different periods of history.</p>
Significance	<p>I can explain how some people have helped us to have better lives.</p> <p>I can recount a significant event or the life of someone famous from Britain who lived in the pas</p>	<p>I can explain how an event from the past has shaped our life today.</p> <p>I can explain the significance of the Mayan civilisation c AD900.</p> <p>I can explain some of the times when Britain has been invaded and appreciate their significance.</p>	<p>I can appreciate that significant events in history have helped shape the country we have today.</p> <p>I can summarise how Britain has had a major influence on the world.</p> <p>I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</p>

