



# The Greville Primary School –progression Map

## History

| National curriculum | Chronology                                                                                 | Organisation and communication                                                                                                                                                                                                                                                        | Historical knowledge                                                                                                                                                                                                                                                                    | Historical Enquiry and Historical Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Early Years</b>  | <ul style="list-style-type: none"> <li>To order chronology of different events.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise how life is different for them as a baby/toddler.</li> <li>Recognise the differences between life 'now' and life 'then'</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Recognise a character's actions in a simple story. (can be non-historical text)</li> <li>To be able to recognise the consequences of an action of their own.</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>Recognise the main features of an historical source. (introduce sources)</li> <li>Identify similarities and differences between two or more historical sources relating to the same historical period, person or event. Recognise that a familiar event like a birthday can be represented in different ways. (photographs, video, mementos)</li> <li>Identify that there are different views of familiar events</li> </ul> |
| <b>Year 1</b>       | <ul style="list-style-type: none"> <li>To order chronology of different events.</li> </ul> | <ul style="list-style-type: none"> <li>Identify differences between 'old' and 'new' objects. They can match 'old' objects to people or situations from the past.</li> <li>Talk about how aspects of life today different from the past and use some historical vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>Talk about the reasons why a person from the past acted as they did.</li> <li>Talk about the consequences of an historical person's actions.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Talk about similarities and differences between two or more historical sources relating to the same historical context using simple historical terms.</li> <li>To use several historical sources to ask questions about the past.</li> </ul>                                                                                                                                                                                |
| <b>Year 2</b>       | <ul style="list-style-type: none"> <li>To order chronology of different events.</li> </ul> | <ul style="list-style-type: none"> <li>Talk about similarities and differences. Not just between then and now but 'then' and another 'then'.</li> <li>Offer reasons why simple changes occur.</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Describe the causes of important past events, offering more than one reason why an event happened.</li> <li>Describe in simple terms the consequences of an important historical event, offering more the one example of its results.</li> </ul> | <ul style="list-style-type: none"> <li>Gather information from a few simple sources to answer questions about the past.</li> <li>Describe in simple terms how sources reveal important information about the past.</li> </ul>                                                                                                                                                                                                                                      |

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|               |                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Describe in simple terms how not everyone in the past had the same experience.</li> </ul>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Identify and talk about different accounts of real historical situations.</li> <li>Identify and talk about differences in accounts relating to significant historical people or events, both from the time (primary source) and from the present (secondary source).</li> <li>Describe in simple terms how people can disagree about what happened in the past and give simple examples.</li> </ul> |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>Begin to place the time studied on a timeline.</li> <li>Use dates and terms related to the study unit and passing time.</li> <li>Sequence several events or artefacts.</li> </ul>           | <ul style="list-style-type: none"> <li>Communicate knowledge through discussions.</li> <li>Communicate knowledge through drawing pictures.</li> <li>Communicate knowledge through drama / role play</li> <li>Communicate knowledge through annotation and writing.</li> <li>Develop understanding of appropriate historical vocabulary.</li> <li>Describe some of the similarities and differences between periods.</li> </ul> | <ul style="list-style-type: none"> <li>Find out about everyday lives of people in the time studied.</li> <li>Compare with our life today.</li> <li>Identify reasons for and the consequences of people's actions.</li> <li>Understand why people may have wanted to do things,</li> </ul> | <ul style="list-style-type: none"> <li>Identify differences in accounts and the different ways in which the past is represented.</li> <li>Distinguish between different sources and begin to evaluate their usefulness e.g. museum, artefacts, books etc.</li> </ul>                                                                                                                                                                       |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>Place events from the time studied on a timeline.</li> <li>Use dates and terms related to the period and begin to date events.</li> <li>Understand more complex terms e.g. BC/AD</li> </ul> | <ul style="list-style-type: none"> <li>Recall, select and organise historical information.</li> <li>Communicate knowledge and understanding by thoughtfully selecting relevant historical information.</li> <li>Communicate knowledge through drama/ role play and different genres of writing.</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>Use evidence to reconstruct life in the time studied.</li> <li>Identify key features and events of the time studied.</li> <li>Look for links and effects in the time studied.</li> <li>Offer a reasonable explanation for some events.</li> </ul>  | <ul style="list-style-type: none"> <li>Evaluate the usefulness of different sources.</li> <li>Identify differences in accounts and give reasons why they may be different.</li> <li></li> </ul>                                                                                                                                                                                                                                            |

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|               |                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Use and understand appropriate vocabulary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                          |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>Know and sequence key events of the time studied.</li> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> <li>Relate current studies to previous learning.</li> </ul>              | <ul style="list-style-type: none"> <li>Select information to produce structured work, making appropriate use of dates.</li> <li>Show understanding of some of the similarities and differences between different periods.</li> <li>Give reasons as to why some events, people or developments are seen as more significant than others.</li> <li>Begin to offer explanations about why people in the past acted the way that they did.</li> <li>Communicate and organise ideas using detailed discussions and different writing genres.</li> <li>Begin to use abstract vocabulary such as social, economic and cultural.</li> </ul> | <ul style="list-style-type: none"> <li>Study different aspects of different people (men, women, rich, poor).</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare the life in the early and the late times studied.</li> <li>Describe the main changes in a period of History.</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Know that people (now and in the past) can represent events or ideas that persuade us.</li> <li>Compare accounts from different sources about the same event.</li> <li>Suggest justified reasons as to why there may be different accounts of history.</li> </ul>                                                 |
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>Place current study on a timeline in relation to other studies.</li> <li>Use relevant dates and terms.</li> <li>Sequence up to 10 events on a timeline.</li> <li>Identify and compare changes within and across different periods.</li> </ul> | <ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates.</li> <li>Show informed understanding of the similarities and differences between different periods and suggest reasons for them.</li> <li>Give informed reasons why some events, people or developments are seen as more significant than others.</li> <li>Offer explanations about why people in the past acted the way that they did.</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>Find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feeling.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> </ul> | <ul style="list-style-type: none"> <li>Evaluate and link sources to work out how conclusions have been made.</li> <li>Suggest accurate and plausible reasons as to how / why aspects of the past have been represented and interpreted in different ways.</li> <li>Provide explanations as to why there may be different accounts of history.</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Communicate and organise ideas using detailed discussion, writing genres and debates.</li><li>• Know and show good understanding of vocabulary and abstract terms.</li><li>• Provide and justify and account of a historical event based upon more than one source.</li></ul> |  |  |
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