



History: Whole-School Curriculum Progression Map



Key Historical strands:

1. Constructing the Past
2. Sequencing the Past
3. Change and Development over time
4. Cause and Effect
5. Significance and Interpretations
6. Planning and Carrying out historical enquiry
7. Use of sources as evidence

EYFS (30 - 50mths to ELGs)	KS1		KS2			
		living memory				
<p>Understanding the World (People and Communities)</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World (The World)</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Children can:</p> <ul style="list-style-type: none"> Use words such as <i>old new, a long time ago, before and after</i> to describe the past Put people and events in chronological order using pictures or artefacts Identify differences between ways of life in different periods Use stories as a source for talking about and asking questions about the past 	<p>Children can:</p> <ul style="list-style-type: none"> Understand some of the ways we learn about the past and ways in which it is represented Explain how the local area was different in the past Ask and answer questions to show understanding of key features of events 	<p>Children can:</p> <ul style="list-style-type: none"> Ask and respond to questions about a person or event from the past using different sources Begin to use more than one source to form a conclusion Be able to talk about and describe historical events using appropriate vocabulary 	<p>Children can:</p> <ul style="list-style-type: none"> Devise historically valid questions about change, cause, similarity, difference and significance of a person, event or time in history Give reasons to support a point of view about an historical event and make comparisons between them Explain how past events have shaped our lives, including evidence from a range of sources 	<p>Children can:</p> <ul style="list-style-type: none"> Make comparisons between past and present, explaining why things have changed or stayed the same Construct informed responses that involve careful selection and organisation of historical information Explain how historical sources help us to understand more about lives in the present and the past Create a balanced viewpoint on interpretations of the past 	<p>Children can:</p> <ul style="list-style-type: none"> Suggest why there may be different interpretations of events Can suggest why some events/people/changes might have impacted more significantly than others Can pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions

<p>Exceeding</p> <p>Recognise differences between past and present in their own lives and give reasons why people's lives were different in the past</p> <p>Ask questions about past events or lives of people in their family</p>	<p>Greater Depth</p> <p>Ask a range of questions using a range of historical sources provided</p> <p>State reasons why an event occurred in the past and its impact on their lives</p> <p>Can begin to discuss similarities and differences within a particular topic</p> <p>Can begin to explain why a sources might be useful and why they think that.</p>	<p>Greater Depth</p> <p>Explain and ask relevant questions using a range of historical sources provided</p> <p>Give a valid explanation for their sequence of objects and events on timelines or narratives they have devised.</p> <p>Can they present a viewpoint and give reasons why an event occurred</p> <p>Describe independently and accurately similarities, differences and changes both within and across time periods and topics.</p> <p>Comment on a few valid causes and effects relating to many of the events</p>	<p>Greater Depth</p> <p>Reflect on and explain how events have shaped their lives today.</p> <p>Form reasoned arguments for why events from the past can be interpreted in different ways</p> <p>Sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.</p> <p>Explain why certain changes and developments were of particular significance within topics and across time periods. E.g. Explain why some changes within the Stone Age were of particular importance.</p>	<p>Greater Depth</p> <p>Give reasons for trends and changes by analysing different evidence sources</p> <p>Explain why events can be viewed from different perspectives and sources may contradict or agree with each other</p> <p>Describe the main context of particular themes, societies, people and events including some explanation. <i>E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period</i></p>	<p>Greater Depth</p> <p>Can make comparisons between the past and present and justify and explain reasons</p> <p>Adapt ideas and viewpoints as further sources/new information arises</p> <p>Evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p>	<p>Greater Depth</p> <p>Can create their own hypothesis about the past, formulating their own theories about reasons for change</p> <p>Can think critically, compare and analyse events from the past</p> <p>Explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately.</p> <p>Comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.</p> <p>Evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p>
---	---	---	--	---	--	--