



## St Anne's Catholic Primary School History Progression Map



History Skills	End of EYFS	By the end of KS1, most children will be able to:		By the end of LKS2, most children will be able to:		By the end of KS2, most children will be able to:	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Children can talk about past and present events in their own lives and in the lives of family members.</p> <p>Children may know the difference between past and present events in their own lives</p> <p><b>Today, yesterday, last week, older, younger.</b></p>	<p>Sequence events in their lifetime.</p> <p>Match objects to people of different ages.</p> <p>Understand the difference between things that happened in the past and present.</p> <p><b>Old, new, young, old, days, weeks, months.</b></p>	<p>Recount changes in own life over time.</p> <p>Sequence photographs etc and place events on a broad chronological framework.</p> <p>Describe memories of key events in lives.</p> <p><b>Last week, When I was younger, A long time ago, Before I was born.</b></p>	<p>Place the time studied on a timeline.</p> <p>Use dates and terms related to the study and passing of time.</p> <p><b>After, before and during</b></p>	<p>Place events from period studied on a timeline.</p> <p>Understand that a timeline can be divided into <b>BC (Before Christ) and AD (Anno Domini)</b></p> <p><b>Century and decade.</b></p>	<p>Know and sequence key events of time studied.</p> <p>Place current study on a timeline in relation to other studies using a scale created as a class.</p> <p>Make comparisons between different times in the past.</p> <p><b>Anglo Saxons, Vikings, period.</b></p>	<p>Individually create a suitable scale when sequencing dates on a timeline.</p> <p>Understand how some historical events occurred concurrently in different locations.</p> <p>Describe main changes in a period of history using words such as <b>social, religious, political, technological and cultural.</b></p>
<b>Range and depth of historical knowledge</b>	<p>To begin to develop an understanding of growth, decay and changes over time.</p> <p><b>Recognise</b> about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Recognise</b> the difference between past and present in their own and others' lives.</p> <p>Through drama, <b>recount</b> episodes from stories about the past and say why people have acted the way they did.</p>	<p>Use information (research, artefacts etc) to <b>describe</b> the past and the differences between 'then' and 'now'.</p> <p>Look at evidence to <b>explain</b> reasons why people in the past may have acted in the way they did.</p>	<p><b>Find</b> out about everyday lives of people in time studied (culture, leisure, settlements, clothes etc).</p> <p><b>Compare</b> with our lives today.</p> <p><b>Understand</b> why people may have wanted to do something.</p>	<p><b>Use</b> evidence to reconstruct life in time studied.</p> <p>Look for links and effects in time studied and the effect on life today.</p> <p><b>Make links</b> between rich and poor.</p> <p>Offer a reasonable <b>explanation</b> for</p>	<p><b>Choose</b> reliable sources of information to find about the past.</p> <p><b>Study</b> different aspects of different people – differences between men and women.</p> <p><b>Examine</b> causes and results of great events and the</p>	<p><b>Find</b> out about beliefs, behaviour and characteristics of people, <b>recognising</b> that not everyone shares the same views and feelings.</p> <p>Write another <b>explanation</b> of a past event in terms of cause and effect using <b>evidence</b> to</p>



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					some events.	impact on people. <b>Compare</b> life in early and late times studied.	support their explanation.
<b>Historical interpretation</b>	Through <b>discussion</b> and by beginning to show understanding through stories and drama.	<b>Use</b> stories, pictures, illustrations and adults talking to distinguish between fact and opinion.	<b>Compare</b> two versions of a past event using pictures or photographs.	<b>Suggest</b> different purposes for a range of artefacts.	<b>Give reasons</b> why different artefacts might have a different purpose.	<b>Give clear reasons</b> why different artefacts might have a different purpose by <b>making links</b> to material, size and to other artefacts seen in previous year groups.	<b>Suggest accurate and plausible reasons</b> for how/why aspects of the past have been represented and interpreted in different ways. Understand that some evidence is propaganda, opinion or misinformation.
<b>Historical enquiry</b>	Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. <b>Why? Where? How?</b>	Find answers to simple questions about the past from different sources. Explore events, look at pictures and ask questions such as: <b>What happened? What was it like?</b>	Observe and handle resources to answer questions. Ask questions such as: <b>What was it like for a ...? How long ago did...happen?</b>	Select and record information relevant to the study. Ask questions such as: <b>How did people...? What did people do for...?</b>	Choose relevant material to present a picture of one aspect of life. Ask questions such as: <b>What was it like for a ... during...?</b>	Use the library and internet for research with increasing confidence and realise that there is often not a single answer to historical questions. <b>Ask more complex questions about key concepts in history.</b>	Bring knowledge gathered from several sources together in a fluent account. <b>Investigate own lines of enquiry by posing questions to answer.</b>
<b>Organisation and communication</b>	<b>Discuss</b> personal events and show interest in the lives of people who are familiar to them or	<b>Sort</b> events or objects into groups e.g. 'then' and 'now'. <b>Tell</b> stories about the past.	<b>Describe</b> objects, people or events in history. <b>Communicate</b> ideas about people,	<b>Communicate</b> knowledge and understanding in a variety of ways: <b>discussions,</b>	<b>Discuss</b> most appropriate way to <b>present</b> information realising that it is	<b>Show</b> initiative when <b>recording</b> and <b>communicating</b> knowledge in different forms:	<b>Plan and present</b> a self-directed project or research about the studied period. <b>Use a</b>



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	significant events in their own life.	<b>Talk, write and draw</b> about things from the past.	objects or events from the past in <b>speaking, writing, drawing, role play, storytelling and using ICT</b>	<b>pictures, writing, annotations, drama, Maths (data handling) and using ICT.</b>	for an audience: <b>discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT.</b>	<b>discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT.</b>	<b>variety of ways to present information from KS2 as well as extended writing opportunities.</b>
<b>Route A Vocabulary</b>	Today Yesterday Last week Old New Older Younger	<p><b>Why do we remember the fifth of November?</b> Catholics, Christians, Conspirators, effigy, Gunpowder, Houses of Parliament, monarch, Parliament, plot</p> <p>Protestants, Roman Catholic Church, The Pope and treason</p> <p><b>My local History</b> Local, Huyton , Liverpool, passenger, railway, travel, dock, River Mersey, transport, trade, chronological, significant and museum</p> <p><b>What was life like when our grandparents were children? Toys link:</b> Teddy bear, rocking horse, building blocks, Jack in the box, pogo stick, 1960s,20th century, 21st century, a long time ago, childhood, decade, Grandparent, growing up, modern, nowadays, old, older then, today and timeline</p>	<p><b>Is it better to be a child now than in the past?</b> Age of majority, adolescence, childhood, different types of schools: charity, grammar, dame, public, board, church, extended family, infant mortality rate, law, legislation, rights, similarity and difference</p> <p><b>What happened when the Romans came?</b> Cavalry, Celts, Boudicca, Centurion, Emperor, forum, gladiator, infantry, invade, legacy, legion, Romanisation, Stadium and settlement</p> <p><b>How unpleasant were the Bronze and Iron Ages?</b> Ard, barrow mound, bronze, Bronze Age, BCE, Celtic, hoard, Hill fort, iron, Iron Age, roundhouse, spindles and whorls, torc, tribed, wattle and daub</p>	<p><b>Would the Vikings do anything for money?</b> Anglo-Saxon Chronicle, danelaw, hoard, longship, monastery, monk, norse, saga, Scandinavia and Vinland</p> <p><b>Why do we remember Maya?</b> Archaeologist, Base 20, codex, Creation myth, hieroglyphs, interpretation, Rain forest, sacrifice and stelae</p> <p><b>How has communication changed over time?</b> Beacon, illuminated letter, Millennium, oral tradition, replica, printing press, psalter, saga, social media, texting ,tweeting, World Wide Web and Significance (KS1)</p>			



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<p><b>Route B vocabulary</b></p> <p>Today Yesterday Last week Old New Older Younger</p>		<p><b>Great Fire of London:</b> Tudor houses, burning, escaping, smoke, fireman, London, cart, Samuel Pepys, River Thames, Pudding Lane, diary, bakers, Tower of London, King Charles II, the monument and bread</p> <p><b>Florence Nightingale:</b> Scutari, disease, hospitals, significant, soldiers, war, injuries, charities, Royal Red cross, germs, Victorian and Crimean war</p> <p><b>How did the first flight change the world?</b> Aeroplane, aircraft, aviation, cabin, cockpit elevators, engine, flying machine, fuselage glider, hot air balloon, jet, landing gear, modern, propeller and rudder</p>	<p><b>How much did the Ancient Egyptians achieve?</b> Amulet, ancient, Book of the Dead, hieroglyphics, Mummy/mummification, papyrus, Pharaoh, pyramids, ruler, sarcophagus scarabs, sphinx, noblemen/nobility and peasants</p> <p><b>What was important to our local Victorians?</b> Emigration, Monarch, duration, poor law, power, Queen Victoria, transport, Significance(KS1), trade directories workhouse, peasants and rules</p> <p><b>What was new about the Stone Age?</b> Archaeologist, artefact (KS1), BC(E) domestication, flint, hill forts, Hunter-gatherer, Stone Age monuments, Skara Brae, Stonehenge, Mesolithic (Middle Stone Age), Neolithic, nomad and Palaeolithic (Early Stone Age) : aqueduct, Basilica, baths, Colchester, Colosseum, Empire, Hadrian's Wall, gladiator, roads and toga</p>	<p><b>How did WWII impact our local area?</b> Artefact, air force, animals, evacuees, gas mask, propaganda, rations, duration (KS2), military, total war and U-boat</p> <p><b>Why should we thank the Ancient Greeks?</b> Acropolis, comedy, amphitheatre, Corinthian, Doric and Ionic, democracy, dictatorship, God/Goddess, Hellenistic, Olympic Games, philosophy, Pankration, Spartans, Triremes and Tyrants</p> <p><b>What impact did the Anglo-Saxons have?</b> Burh, Christianity, hoard, interpretation Invasion/Invader (LKS2), martyr, missionary, monastery, monk, Pagan reconstructed village and significant (KS2)</p>
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