



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
Chronological understanding	<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>Today, yesterday, last week, older, younger.</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>Old, new, young, old, days, weeks, months.</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>Last week, When I was younger, A long time ago, Before I was born.</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>After, before and during</p>	<p>Place events from period studied on a timeline.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Century and decade.</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>Anglo Saxons, Vikings, period.</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 social, religious, political, technological and cultural.</p>
Range and depth of historical knowledge	<p>To begin to develop an understanding of growth, decay and changes over time.</p> <p>Recognise about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Through drama, recount episodes from stories about the past and say why people have acted the way they did.</p>	<p>Use information (research, artefacts etc) to describe the past and the differences between 'then' and 'now'.</p> <p>Look at evidence to explain reasons why people in the past may have acted in the way they did.</p>	<p>Find out about everyday lives of people in time studied (culture, leisure, settlements, clothes etc).</p> <p>Compare with our lives today.</p> <p>Understand why people may have wanted to do something.</p>	<p>Use 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>Make links between rich and poor.</p> <p>Offer a reasonable explanation for</p>	<p>Choose reliable sources of information to find about the past.</p> <p>Study different aspects of different people – differences between men and women.</p> <p>Examine causes and results of great events and the</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to</p>



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



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	significant events in their own life.	Talk, write and draw about things from the past.	objects or events from the past in speaking, writing, drawing, role play, storytelling and using ICT	pictures, writing, annotations, drama, Maths (data handling) and using ICT.	for an audience: discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT.	discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT.	variety of ways to present information from KS2 as well as extended writing opportunities.
Route A Vocabulary	Today Yesterday Last week Old New Older Younger	<p>Why do we remember the fifth of November? Catholics, Christians, Conspirators, effigy, Gunpowder, Houses of Parliament, monarch, Parliament, plot</p> <p>Protestants, Roman Catholic Church, The Pope and treason</p> <p>My local History Local, Huyton , Liverpool, passenger, railway, travel, dock, River Mersey, transport, trade, chronological, significant and museum</p> <p>What was life like when our grandparents were children? Toys link: 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>Is it better to be a child now than in the past? 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>What happened when the Romans came? Cavalry, Celts, Boudicca, Centurion, Emperor, forum, gladiator, infantry, invade, legacy, legion, Romanisation, Stadium and settlement</p> <p>How unpleasant were the Bronze and Iron Ages? 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>Would the Vikings do anything for money? Anglo-Saxon Chronicle, danelaw, hoard, longship, monastery, monk, norse, saga, Scandinavia and Vinland</p> <p>Why do we remember Maya? Archaeologist, Base 20, codex, Creation myth, hieroglyphs, interpretation, Rain forest, sacrifice and stelae</p> <p>How has communication changed over time? 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>Route B vocabulary</p> <p>Today Yesterday Last week Old New Older Younger</p>		<p>Great Fire of London: 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>Florence Nightingale: Scutari, disease, hospitals, significant, soldiers, war, injuries, charities, Royal Red cross, germs, Victorian and Crimean war</p> <p>How did the first flight change the world? Aeroplane, aircraft, aviation, cabin, cockpit elevators, engine, flying machine, fuselage glider, hot air balloon, jet, landing gear, modern, propeller and rudder</p>	<p>How much did the Ancient Egyptians achieve? Amulet, ancient, Book of the Dead, hieroglyphics, Mummy/mummification, papyrus, Pharaoh, pyramids, ruler, sarcophagus scarabs, sphinx, noblemen/nobility and peasants</p> <p>What was important to our local Victorians? Emigration, Monarch, duration, poor law, power, Queen Victoria, transport, Significance(KS1), trade directories workhouse, peasants and rules</p> <p>What was new about the Stone Age? 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>How did WWII impact our local area? Artefact, air force, animals, evacuees, gas mask, propaganda, rations, duration (KS2), military, total war and U-boat</p> <p>Why should we thank the Ancient Greeks? Acropolis, comedy, amphitheatre, Corinthian, Doric and Ionic, democracy, dictatorship, God/Goddess, Hellenistic, Olympic Games, philosophy, Pankration, Spartans, Triremes and Tyrants</p> <p>What impact did the Anglo-Saxons have? Burh, Christianity, hoard, interpretation Invasion/Invader (LKS2), martyr, missionary, monastery, monk, Pagan reconstructed village and significant (KS2)</p>
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