

# History Progression Map



EYFS

KS1

LKS2

KS2

## Chronological Understanding

- I can retell a simple past event in correct order. (e.g. went downslide, hurt finger)
- I can remember and talk about significant events in my own experience.

### Vocabulary


- I can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.

- I can talk about past and present events in my own life and in the lives of family members.
- I can talk about how things have changed since my parents or grandparents were children.
- I can put up to three objects in chronological order (recent history) on a time line.
- I can label timelines with pictures, words or phrases and give reasons for their order.
- I can tell others about changes that have happened in my own life since I was born.
- I can use dates to talk about people or events from the past.
- I can make connections between long and short term time scales.


- I can use dates and historical terms to describe events.
- I can use a timeline within a specific time in history to set out the order things may have happened.
- I can begin to recognise and quantify the different time periods that exist

- I can use dates and historical terms accurately in describing events.
- I can place features of historical events and people from past societies and periods in a chronological framework.
- I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.
- I can describe the main changes in a period of history (using terms such as: social, religious, political, technological

		<ul style="list-style-type: none"> <li>I can connect my new learning of historical people or events to others that I have learnt about before.</li> </ul> <p><b>Vocabulary:</b> I can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night. a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ..... period, in ..... times.</p>	<p>between different groups that invaded Britain.</p> <ul style="list-style-type: none"> <li>I can place events, artefacts and historical figures on a timeline using dates.</li> <li>I can understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient,</li> </ul>	<p>and cultural).</p> <ul style="list-style-type: none"> <li>I can identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.</li> <li>I can make connections and contrasts between different time periods studied and talk about trends over time.</li> </ul>
--	--	---	---	--

			century, decade, era, chronology.	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>I can understand and use vocabulary such as: dates, time period, era, chronology, continuity, change century, decade and legacy.</li> </ul>
	EYFS	KS1	LKS2	UKS2
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>I can question why things happen.</li> <li>I can understand why and how questions.</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>I can understand and use vocabulary such as: how, why, because, find out, I wonder.</li> </ul>	<ul style="list-style-type: none"> <li>I can show some understanding of how people find out about the past.</li> <li>I can show some understanding of how evidence is collected and used to make historical facts.</li> <li>I can ask questions such as: What was it like for people? What happened? How long ago?</li> <li>I can answer questions by using different sources, such as an information book or pictures.</li> <li>I can research the life of someone who used to live</li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence to ask questions and find answers to questions about the past.</li> <li>I can suggest suitable sources of evidence for historical enquiry.</li> <li>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>I can</li> </ul>	<ul style="list-style-type: none"> <li>I can devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying.</li> <li>I can seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>I can use sources of information to form testable hypotheses about the past.</li> <li>I can understand that</li> </ul>

		<p>in my area using the Internet and other sources to find out about them.</p> <ul style="list-style-type: none"> <li>• I can research the life of a famous Briton from the past using different resources to help me.</li> </ul> <p><b>Vocabulary:</b> I can understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate,</p>	<p>recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <ul style="list-style-type: none"> <li>• I can use my research skills in finding out facts about the time period I am studying.</li> <li>• Through my research, I can compare and contrast different forms of evidence.</li> <li>• I can research what it was like for men, women and children in a given period from the past and use different forms to present my findings.</li> </ul>	<p>no single source of evidence gives the full answer to questions about the past.</p> <ul style="list-style-type: none"> <li>• I can test out a hypothesis in order to answer a question.</li> <li>• I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.</li> <li>• I can use a wide range of sources of evidence to deduce information about the past.</li> <li>• I can select suitable sources of evidence, giving reasons for choices.</li> <li>• I can identify primary and secondary sources.</li> <li>• I can give more than one reason to support an historical argument.</li> <li>• I can identify and explain my understanding of propaganda.</li> <li>• I can refine lines of enquiry as appropriate.</li> </ul>
--	--	--	---	---

			<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>I can understand and use vocabulary such as: evidence, enquiry, archaeologist, research, compare, contract, findings.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>I can understand and use vocabulary such as: change, cause, similarities, differences, evidence, justify, hypotheses, artefact, source, propaganda, lines of enquiry.</li> </ul>
	EYFS	KS1	LKS2	UKS2
<b>Knowledge and Interpretation</b>	<ul style="list-style-type: none"> <li>I can make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>I can look closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions using a range of artefacts/photographs/pictures provided.</li> <li>I can talk about the different ways that the past is represented.</li> <li>I can recount some interesting facts from an historical event and explain the causes of the event.</li> <li>I can describe significant people from the past and talk about what they did.</li> <li>I can recognise that there are reasons why people in the past</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest why certain events happened as they did in history.</li> <li>I can suggest why certain people acted as they did in history.</li> <li>I can explain how events from the past have helped shape our lives today.</li> <li>I can begin to appreciate why Britain would have been an</li> </ul>	<ul style="list-style-type: none"> <li>I can answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.</li> <li>I can understand how our knowledge of the past is constructed from a range of sources.</li> <li>I can describe</li> </ul>

	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• I can understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain.</li> </ul>	<p>acted as they did.</p> <ul style="list-style-type: none"> <li>• I can tell you how I found out about people or events in the past.</li> <li>• I can find out more about a famous person from the past and carry out some research on him or her.</li> <li>• I can find out something about the past by talking to an older person.</li> <li>• I can recognise that some forms of evidence are more reliable than others when finding out about the past.</li> <li>• I can show an understanding of the word 'nation' and the concept of a nation's history.</li> <li>• I can show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.</li> <li>• I can talk about similarities and differences between two different time periods.</li> <li>• I can explain how local people or events in history have changed things</li> </ul>	<p>important country to have invaded and conquered.</p> <ul style="list-style-type: none"> <li>• I can describe changes that have happened in the locality of the school throughout history.</li> <li>• I can give a broad overview of life in Britain under the Roman Empire.</li> <li>• I can compare some of the times studied with those of other areas of interest around the world.</li> <li>• I can describe the social, ethnic, cultural or religious diversity of past societies.</li> <li>• I can describe the characteristic features of the</li> </ul>	<p>in detail any historical events from the different period/s I am studying/have studied.</p> <ul style="list-style-type: none"> <li>• I can make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.</li> <li>• I can begin to appreciate that how we make decisions as a country has been through a Parliament for some time.</li> <li>• I can appreciate that significant events in history have helped shape the country we have today.</li> <li>• I can show an awareness of the concept of propaganda and</li> </ul>
--	--	---	--	--

		<p>nationally or internationally.</p> <ul style="list-style-type: none"> <li>• I can choose and use parts of stories or other sources to show that I understand events or people from the past.</li> <li>• I can explain why Britain has a special history by naming some famous events and some famous people.</li> <li>• I can talk about what type of evidence is reliable when finding out about the past.</li> <li>• I can create my own accounts of historical people or events.</li> </ul> <p><b>Vocabulary:</b> can understand and use vocabulary such as: find out, explain, reasons, events, causes,</p> <ul style="list-style-type: none"> <li>• consequences, impact, affected, actions, time periods.</li> </ul>	<p>past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> <li>• I can describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</li> <li>• I can suggest causes and consequences of some of the main events and changes in history.</li> <li>• I can use literacy, numeracy and computing skills to a good standard to communicate information about the past.</li> </ul> <p><b>Vocabulary:</b></p>	<p>how historians must understand the social context of evidence studied.</p> <ul style="list-style-type: none"> <li>• I can identify continuity and change in the history of the locality of the school.</li> <li>• I can give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>• I can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</li> <li>• I can describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• I can explain how</li> </ul>
--	--	---	---	---

			<ul style="list-style-type: none"><li>I can understand and use vocabulary such as: event, history, invade, conquer, compare, social, ethnic, cultural, religious, diversity, account, cause and consequence.</li></ul>	<p>some aspects of history/historical events have had an impact elsewhere in the world.</p> <ul style="list-style-type: none"><li>I can use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.</li><li>I can use original ways to present information and ideas.</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>I can understand and use vocabulary such as: evidence, sources, primary source, secondary source, significant event, comparison, contract, propaganda, compare, contrast.</li></ul>
--	--	--	--	---