# Long Melford Church of England Primary School

## History Progression Map

| EYFS and KS1 | Nursery | Reception | Year 1 | Year 2 | End of Key Stage Expectations |
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| **Chronological understanding** | **As an historian:**<br>Can I retell a simple past event in correct order (e.g. went downslide, hurt finger). (Speaking 30- 50m)<br>Can I remember and talk about significant events in my own experience? (P&C 30- 50m)<br>**Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?** | **As an historian:**<br>Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG)<br>**Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?** | **As an historian:**<br>Can I put up to three objects in chronological order (recent history) on a time line?<br>Can I label timelines with pictures, words or phrases?<br>Can I tell others about changes that have happened in my own life since I was born?<br>Can I talk about how things have changed since my parents or grandparents were children?<br>Use dates to talk about people or events from the past? (when appropriate)<br>**Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the …… times?** | **As an historian:**<br>Can I place events or artefacts in order on a timeline?<br>Can I label timelines with pictures, words or phrases and give reasons for their order?<br>Can I make connections between long and short term time scales?<br>Use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before?<br>**Can I understand and use vocabulary such as: in order, 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?** | Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence |
| **Historical Enquiry** | **As an historian:**<br>Can I question why things happen? (CAL 30-50m) Am I beginning to understand why and how questions? (CAL 30-50m) **Can I** | **As an historian:**<br>Can I answer how and why questions about experiences and in response to stories or events? (CAL – ELG) | **As an historian:**<br>Can I show some understanding of how people find out about the past? | **As an historian:**<br>Can I understand and talk about how people find out about the past? | |

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| | **understand and use vocabulary such as: how, why, because?** | **Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?** | Can I show some understanding of how evidence is collected and used to make historical facts?<br>Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different sources, such as an information book or pictures?<br>**Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?** | Can I show understanding of how evidence is collected and used to make historical facts?<br>Can I ask questions such as: What was it like for people? What happened? How long ago?<br>Can I answer questions by using a specific source, such as an information book? Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them?<br>Can I research the life of a famous Briton from the past using different resources to help me?<br>**Can I 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?** | Nightingale and Edith Cavell] significant historical events, people and places in their own locality |
| **Knowledge and Interpretation** | **As an historian:**<br>Am I developing an understanding of growth, decay and changes over time? (The World 30-50m)<br>Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? (The World 30-50m)<br>**Can I understand and use vocabulary such as: I can see, I saw, same, different,** | **As an historian:**<br>Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG)<br>Can I look closely at similarities, differences, patterns and change? (The World 40-60m)<br>**Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what** | **As an historian:**<br>Can I answer questions using a range of artefacts/ photographs/pictures provided?<br>Can I talk about the different ways that the past is represented?<br>Can I recount some interesting facts from an historical event?<br>Can I talk about some important people from the past? | **As an historian:**<br>Can I describe historical events?<br>Can I describe significant people from the past and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? | |

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| | **change, what happened?, why, because?** | **happened?, because, explain?** | Can I talk about how their actions changed the way we do things today?<br>Can I recognise that there are reasons why people in the past acted as they did?<br>Can I tell you how I found out about people or events in the past?<br>Can I find out more about a famous person from the past and carry out some research on him or her? Can I find out something about the past by talking to an older person?<br>Can I recognise that some forms of evidence are more reliable than others when finding out about the past?<br>Can I show an understanding of the word 'nation' and the concept of a nation's history?<br>Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?<br>**Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?** | Can I talk about similarities and differences between two different time periods? Can I explain how local people or events in history have changed things nationally or internationally?<br>Can I explain why someone in the past acted in the way they did?<br>Can I choose and use parts of stories or other sources to show that I understand events or people from the past?<br>Can I explain why Britain has a special history by naming some famous events and some famous people?<br>Can I talk about what type of evidence is reliable when finding out about the past?<br>Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation?<br>Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events?<br>Can I create my own accounts of historical people or events?<br>**Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?** | |

| KS2 | Year 3 | Year 4 | Year 5 | Year 6 | End of Key Stage Expectations |
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| **Chronological understanding** | **As an historian:**<br>Am I beginning to use dates and historical terms to describe events?<br>Am I beginning to use a timeline within a specific time in history to set out the order things may have happened?<br>Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?<br>Can I place events, artefacts and historical figures on a timeline using dates?<br>Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line?<br>**Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?** | **As an historian:**<br>Can I use dates and historical terms to describe events?<br>Can I use a timeline within a specific time in history to set out the order things may have happened?<br>Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?<br>Can I place events, artefacts and historical figures on a timeline using dates?<br>Can I understand the concept of change over time, representing this, along with evidence, on a time line?<br>**Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?** | **As an historian:**<br>Can I use dates and historical terms more accurately in describing events?<br>Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?<br>Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)?<br>Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change? Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Am I beginning to make connections and contrasts between different time periods studied and talk | **As an historian:**<br>Can I use dates and historical terms accurately in describing events?<br>Can I place features of historical events and people from past societies and periods in a chronological framework?<br>Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?<br>Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)?<br>Can I identify periods of rapid change in history and contrast them with times of relatively little change?<br>Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line?<br>Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?<br>Can I make connections and contrasts between different time periods studied and talk about trends over time? **Can I understand and use appropriate historical vocabulary to communicate,** | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. |

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| | | | about trends over time? **Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?** | **including: dates, time period, era, chronology, continuity, change, century, decade, legacy?** | |
| **Historical Enquiry** | **As an historian:**<br>Am I beginning to use evidence to ask questions and find answers to questions about the past?<br>Am I beginning to suggest suitable sources of evidence for historical enquiry?<br>Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?<br>Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past?<br>Am I beginning to use research skills in finding out facts about the time period I am studying?<br>Am I beginning to compare and contrast different forms of evidence in my research?<br>Am I beginning to research what it was like for specific people e.g. | **As an historian:**<br>Can I use evidence to ask questions and find answers to questions about the past?<br>Can I suggest suitable sources of evidence for historical enquiry?<br>Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?<br>Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?<br>Can I use my research skills in finding out facts about the time period I am studying?<br>Through my research, can I compare and contrast different forms of evidence?<br>Can I research what it was like for men, women and children in a given period from the past and use | **As an historian:**<br>Can I devise historical questions about the period I am studying?<br>Can I seek out and analyse range of evidence in order to justify claims about the past?<br>Can I understand that no single source of evidence gives the full answer to questions about the past?<br>Can I test out a hypothesis in order to answer a question?<br>Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?<br>Can I use some different sources of evidence to deduce information about the past?<br>Can I select suitable sources of evidence, sometimes giving reasons for choices?<br>Can I give a reason to support an historical argument? | **As an historian:**<br>Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying?<br>Can I seek out and analyse a wide range of evidence in order to justify claims about the past?<br>Can I use sources of information to form testable hypotheses about the past?<br>Can I understand that no single source of evidence gives the full answer to questions about the past?<br>Can I test out a hypothesis in order to answer a question?<br>Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?<br>Can I use a wide range of sources of evidence to deduce information about the past? | |

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| | children, during the time period I am studying? | different forms to present my findings? | Can I identify propaganda and begin to show my understanding of it?<br>Can I refine lines of enquiry as appropriate? | Can I select suitable sources of evidence, giving reasons for choices?<br>Can I give more than one reason to support an historical argument?<br>Can I identify and explain my understanding of propaganda?<br>Can I refine lines of enquiry as appropriate | |
| **Knowledge and Interpretation** | **As an historian:**<br>Am I beginning to give reasons why certain events happened as they did in history?<br>Can begin to talk about why certain people acted as they did in history?<br>Am I beginning to explain how events from the past have helped shape our lives today?<br>Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?<br>Am I beginning to describe changes that have happened in the locality of the school throughout history?<br>Can I give a broad overview of what life was like in Ancient Greece?<br>Am I beginning to compare some of the | **As an historian:**<br>Can I suggest why certain events happened as they did in history?<br>Can I suggest why certain people acted as they did in history?<br>Can I explain how events from the past have helped shape our lives today?<br>Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?<br>Can I describe changes that have happened in the locality of the school throughout history?<br>Can I give a broad overview of life in Britain under the Roman Empire?<br>Can I compare some of the times studied with those of other areas of | **As an historian:**<br>Can I answer historical questions, using information and evidence that I have carefully considered and selected?<br>Can I understand how our knowledge of the past is constructed from a range of sources?<br>Can I describe with some detail any historical events from the different period/s I am studying/have studied?<br>Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?<br>Can I begin to appreciate that how we make decisions as a country has been through a | **As an historian:**<br>Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made?<br>Can I understand how our knowledge of the past is constructed from a range of sources?<br>Can I describe in detail any historical events from the different period/s I am studying/have studied?<br>Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?<br>Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? | |

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| | times studied with those of other areas of interest around the world?<br>Am I beginning to describe the social, cultural or religious diversity of past societies? Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?<br>Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?<br>Can I talk about the causes and consequences of some of the main events and changes in history?<br>Can I use literacy, numeracy and computing skills to communicate information about the past? | interest around the world?<br>Can I describe the social, ethnic, cultural or religious diversity of past societies?<br>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?<br>Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?<br>Can I suggest causes and consequences of some of the main events and changes in history?<br>Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past? | Parliament for some time?<br>Can I appreciate that significant events in history have helped shape the country we have today?<br>Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?<br>Can I identify continuity and change in the history of the locality of the school?<br>Can I give a broad overview of life in Britain and some major events from the rest of the world?<br>Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?<br>Can I describe the social, ethnic, cultural or religious diversity of past society?<br>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and | Can I appreciate that significant events in history have helped shape the country we have today?<br>Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?<br>Can I identify continuity and change in the history of the locality of the school?<br>Can I give a broad overview of life in Britain and some major events from the rest of the world?<br>Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?<br>Can I describe the social, ethnic, cultural or religious diversity of past society?<br>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?<br>Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?<br>Can I use literacy, numeracy and computing skills to an exceptional standard to | |

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| | | | experiences of men, women and children?<br>Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?<br>Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?<br>Can I use original ways to present information and ideas? | communicate information about the past?<br>Can I use original ways to present information and ideas | |