



Aston-on-Trent Primary School History Progression Map



Chronological Knowledge and Understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members	Appreciate that events happened before they were born Begin to use some common words and phrases relating to the passing of time Understanding chronology e.g. ordering three items/events chronologically	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods		Develop a chronological understanding of history Examine clear narratives within and across periods studied Make connections over time and begin to understand that there are contrasts and trends over time.	Develop a chronologically secure knowledge of history Identify clear narratives within and across periods studied Explore and identify connections, contrasts and trends over time	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time

Historical Terms						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Begin to use common words relating to the past	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms & vocabulary relating to the passage of time (using descriptive vocabulary/terms such as: before, after, ancient, old, new, decade, century, millennium & modern)	Continue to develop the appropriate use of historical terms & vocabulary relating to the passage of time (continuing to use descriptive vocabulary/terms – see Y3) and beginning to use technical vocabulary (e.g. AD & BC)	Continue to develop the appropriate use of historical terms & vocabulary relating to the passage of time (using technical vocabulary/terms (e.g. BCE, CE & 19 th century for 1945) and beginning to use conceptual terms	Further develop the appropriate use of historical terms & vocabulary relating to the passage of time (using conceptual vocabulary/terms such as: change, continuity, sequence, duration, period & chronology)

Historical Enquiry						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be curious about people and show interest in stories. Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers. Record, using marks they can interpret and explain	Begin to ask and answer questions Begin to find out about the past Choose and use parts of stories to show understanding (of concepts)	Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts)	Begin to address and explore historically valid questions Begin to explore a range of sources. Construct informed responses by using relevant historical information	Address and begin to devise historically valid questions Explore and discuss a range of sources (and how they inform our understanding of the past). Construct informed responses by examining relevant historical information	Regularly address and sometimes devise historically questions Begin to understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting relevant historical information	Regularly address and devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information

Historical Concepts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity and change (in & between periods)	Continuity and change (in & between periods)	Continuity and change (in & between periods)	Continuity and change (in & between periods)	Continuity and change (in & between periods)	Continuity and change (in & between periods)	Continuity and change (in & between periods)
Look closely at similarities, differences, patterns and change	Begin to Identify similarities / differences between ways of life at different times.	Identify similarities / differences between ways of life at different times	Begin to develop a chronological understanding of history	Describe main events, situations and changes within different periods/societies	Begin to describe / make links between main events, situations and changes within and across different periods/societies	<i>Describe / make links between main events, situations and changes within and across different periods/societies</i>
Develop understanding of growth, decay and changes over time	Cause and consequence –	Cause and consequence –	Explore clear narratives within and across periods studied	Cause and consequence –	Cause and consequence –	Cause and consequence –
Cause and consequence –	Begin to recognise why people did things, why events happened and what happened as a result	Recognise why people did things, why events happened and what happened as a result	Make connections over time	Identify reasons for & results of historical events.	Identify and give reasons for & results of, historical events, situations & changes	Further Identify and give reasons for & results of, historical events, situations & changes
Question why things happen and give explanations	Similarity / Difference (within a period/situation (diversity)) –	Similarity / Difference (within a period/situation (diversity)) –	Continuity and change (in & between periods)	Similarity / Difference (within a period/situation (diversity)) –	Similarity / Difference (within a period/situation (diversity)) –	Similarity / Difference (within a period/situation (diversity)) –
Similarity / Difference (within a period/situation (diversity))	Begin to make simple observations about different types of people, events, beliefs within a society	Make simple observations about different types of people, events, beliefs within a society	Begin to describe main events, situations and changes within different Cause and consequence – Begin to identify reasons for & results of historical events.	Explore social, cultural, religious and ethnic diversity in Britain & the wider world	Identify social, cultural, religious and ethnic diversity in Britain & the wider world	Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Know about similarities and differences between themselves and others, and among	Significance (events/	Significance (events/	Similarity / Difference (within a period/situation (diversity)) –		Significance (events/ people) – Identify historically significant	Significance (events/ people) – Identify historically significant people

families, communities and traditions Significance (events/people)- Recognise and describe special times or events for family or friends	people) Begin to talk about who was important e.g. in a simple historical account	people) Talk about who was important e.g. in a simple historical account	Know that there is social, cultural, religious and ethnic diversity in Britain & the wider world Significance (events/people) – Identify historically significant people and events in situations		people and events in situations and understand the significance of these within history.	and events in situations and understand the significance of these within history, in terms of (being remembered, revealing, remarked upon, resonant & resulting in change).
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Interpretations of History						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify different ways in which the past is represented through stories.	Identify different ways in which the past is represented	Begin to understand that different versions of the past may exist.	Understand that different versions of the past may exist.	Understand that different versions of the past may exist, giving some reasons for this	Further understand that different versions of the past may exist, giving some reasons for this