



Uffculme Primary School
Progression Map 2023-24
Subject area: History



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding (from earliest times to present day)	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: <i>old, new, young, days, months</i></p> <p>Share their own memories about the past</p>	<p>Recount changes in children’s own life over time</p> <p>Puts 3 people, events or objects in order using a given scale</p> <p>Uses words and phrases: <i>recently, before, after, now, later</i></p> <p>Uses past and present when telling others about an event</p>	<p>Uses timelines to place some events in order</p> <p>Understands timelines can be divided into BC and AD and what this means</p> <p>Uses words and phrases: <i>century, decade</i></p>	<p>Uses timelines to place many events in order</p> <p>Uses words and phrases: <i>century, decade, BC, AD, after, before, during.</i></p> <p>Names and places dates of significant events from the past on a timeline</p>	<p>Sequences historical periods on a timeline</p> <p>Describes events using words and phrases: <i>century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, period</i></p>	<p>Sequences historical periods on a timeline and can discuss this in detail with peers</p> <p>Describes and compares events using words and phrases: <i>century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, Victorian, 19th century, era, time period</i></p>
Knowledge and understanding of significant past events, people and changes in the wider world	<p>Begin to have an understanding for how life was different in the past compared to modern day</p> <p>Compare their own life to the life of a significant individual from the past (Kings and Queens)</p>	<p>Uses information to describe differences between then and now</p> <p>Recounts main events from a significant event in history (Great Fire of London)</p> <p>Uses evidence to explain reasons why people in past acted as they did (pictures, photographs, recounts)</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, <u>Ancient Egypt</u>, The Shang Dynasty of Ancient China</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>The Roman Empire and its impact on Britain</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <u>Mayan civilization c. AD 900</u>; Benin (West Africa) c. AD 900-1300</p>	<p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (<u>Victorians and WW2</u>).</p>
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Historical interpretation/ perspective	Begin to identify and recount some details from the past from sources (eg. pictures, stories)	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits) Understands why some people in the past did certain things	Looks at 2 versions of same event and identifies differences in the accounts	Gives some reasons why there may be different accounts of history	Looks at different versions of the same event and identifies differences in the accounts Gives clear possible reasons for why there may be different accounts of history	Understands that the past has been represented in different ways Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways, based on their knowledge of the past Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history
Historical enquiry	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Looks carefully at pictures or objects to find information about the past Asks and answers questions such as: <i>'What was it like for a?'</i> , <i>'What happened in the past?'</i> , <i>'How long ago did happen?'</i>	Uses printed sources, pictures, photos and visits to collect information about the past for a specific time period Asks questions such as <i>'How did people? What did people do for?'</i> Suggests sources of evidence to use to help answer their own questions	Understands the difference between primary and secondary sources of evidence Uses documents, printed sources, the internet, pictures, photos, artefacts, historic buildings and visits to collect information about the past Asks questions such as <i>'What was it like for a during?'</i>	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Asks a range of questions about the past to gain deeper understanding Chooses reliable sources of evidence to answer questions Realises that there is often not a single answer to historical questions	Identifies and uses different sources of information and artefacts Evaluates the usefulness and accurateness of different sources of evidence Selects the most appropriate source of evidence for particular tasks Forms own opinions about historical events from a range of sources, describing to peers/class

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Organisation and communication	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, peer discussions).	Describes objects, people and events in peer discussions Writes simple stories and recounts about the past	Presents findings about the past using speaking, writing and drawing skills Uses dates and terms with increasing accuracy	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly with increasing confidence Discusses most appropriate way to present information dependent on the audience Uses subject specific words (from topic mats) e.g. <i>settlement, invader</i>	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills Uses dates and terms correctly with accuracy and increasing confidence Chooses most appropriate way to present information to an audience giving reasons for their choices	Presents information in an organised and clearly structured way Makes use of different ways of presenting information Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram) Makes accurate use of specific dates and time periods