



# History Concepts Progress Map



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	Can sequence within clock and to some extent in calendar time e.g. when in the year does Bonfire Night/Christmas occurs	Use simple timelines to sequence processes, events and objects within their own experience e.g. something very old, something very new	Can sequence events in a simple narrative on a timeline e.g. Boudicca's Revolt	Start to sequence a number of events from the topics covered on a timeline	Independently sequence a number of events from the topics covered on a timeline	Uses more sophisticated time markers within, as well as between periods and sequence these on a timeline
	Start to realise that we use dates to describe events in time, e.g. 1666 for The Great Fire of London	Realises that we use dates to describe events in time, e.g. 1666 for The Great Fire of London, Grace Darling	Starting to use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt, 1066	Independently uses some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt, 1066	Confidently uses some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt, 1066, World War 2 1939 etc...	
	Understands and uses common words relating to the passing of time: in the past, the olden days, not nowadays, a long time ago	Confidently use the terms 'old,' 'new,' 'then,' 'now' and 'past' 'present'	Start to talk about the past in terms of periods e.g. Ancient Greeks, Romans, Stone Age...	Can appreciate ideas of duration and intervals	Use time vocabulary confidently to show the difference in time between two periods of history	Uses more sophisticated time markers within, as well as between periods e.g. the causes had been building up for 20 years, different phrases of the evacuation
		Can use the words past and present when describing events	Start to use the terms BC/AD, decade, ancient, century			
<b>Similarities and Differences</b>	Main concept 'now' and 'then'. Children can spot significant differences between now and then e.g. kettles without plugs, wells for water, Neil Armstrong has no mobile phone	When studying the local area, children should be comparing not just 'then' and 'now' but 'then' with another 'then' e.g. Handsworth now, in the 1940's and 1890's	Starting to show an understanding that not everyone in the past lived in the same way (rich and poor). Start to explain the similarities and differences in beliefs, attitudes and life of the people in the period of history being covered	Independently showing an understanding that not everyone in the past lived in the same way (differences in society). Confidently explain the similarities and differences in beliefs, attitudes and life of the people in the period of history being covered	Can make links between two periods of history, comparing similarities and differences between the two periods	Confidently understand that people's experiences varied depending on status e.g. children grasp that people's experiences of being evacuated in World War Two often depended on their prior experience
<b>Change and Continuity</b>	Can orally retell the main episodes of famous past events e.g. The Great Fire of London, in the correct sequence and how it changed over the short period	Can explain why something happened using phrases such as 'another reason was' and 'also' which connect the various ideas e.g. the rescue by Grace Darling	Can explain simple changes from the beginning to the end of a very long period e.g. differences between Stone Age and Iron Age	Can explain changes don't always last and some are more significant than others e.g. much of the Roman impact was lost when the Saxons invaded and settled	Can describe changes within and between periods, civilizations and societies	Understand what is meant by a turning point e.g. Battle of Britain in context of World War Two
<b>Cause and Consequence</b>	Start to give simple explanations of an important event, offering a cause to why the event took place e.g. why the Great Fire of London spread so quickly	Can give a simple reason why a person acted as they did in a historical event e.g. Grace Darling, Matthews Boulton, Christopher Columbus.	Start to analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade?	Can confidently see that events have more than one cause and can list these causes	Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently	Thinking about causes being connected in some way, one causes might be linked to another making the event much more likely to happen. Express explanation e.g. The main reason was..., Also important..., Some people think...
<b>Interpretation</b>	Begin to understand that we have different views of familiar events	Understand that people can disagree about what happened in the past without one of them being wrong	Start to understand that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. we have no pictures showing what Boudicca really looked like so historians and artists work for written sources and come up with different views	Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. this version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too	Children have a secure understanding that all history is to some extent interpretations and see why some people might write different versions of the same event, even when using the same evidence historians can put a different gloss on events	Children have a solid understanding that interpretations might differ depending on the aspect that people are looking at, views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery
<b>Enquiry</b>	Starting to describe and make deductions about artefacts by spotting clues to function and use. Start to talk about their use e.g. bucket in The Great Fire	Can use a simple source to find information	Children see that some sources are more useful than others and start to can explain why	Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders	Children start to cross-reference information to see if other sources agree, rather than taking everything on face value	Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced. How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?