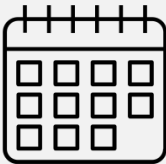


## Procedural knowledge Progression Map: History

|           | Chronological Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Knowledge and Understanding of People, Events and Changes in the Past                                                                                                                                                                                                                                                                                                                                                               | Historical Enquiry and Interpretation                                                                                                                                                                                                                                                                                                                                     | Communication                                                                                                                                                                                                       |
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| <b>F1</b> | <ul style="list-style-type: none"> <li>Begin to notice the difference between things that happened in the past and the present</li> <li>With scaffolding use the terms before, after and now when telling others about an event or their daily routine</li> <li>Ask questions, listen to and describe things that happened to themselves and other people in the past</li> <li>With support group objects based on similarities and differences of things in the past and present</li> <li>To explore that we change as time passes, all living things grow.</li> </ul> | <ul style="list-style-type: none"> <li>Recall some facts about people/events studied</li> <li>Name a significant person from the past and with scaffolding explain how they have influenced us today (Christmas and Easter, beliefs about Jesus and how that is celebrated)</li> <li>Describe that a significant people from the present help us (police, paramedics)</li> <li>To explore how we change as we get older.</li> </ul> | <ul style="list-style-type: none"> <li>Explore events, look at pictures, objects and artefacts and talk about them.</li> <li>Look at books, videos, photographs, pictures and artefacts to build a picture about the past</li> <li>Ask and answer questions about old and new objects</li> <li>To talk to different grown-ups about their experiences.</li> </ul>         | <ul style="list-style-type: none"> <li>Tell stories and experiences about the past</li> <li>Talk, write, draw and role play events and people from the past</li> <li>Ask questions.</li> </ul>                      |
| <b>F2</b> | <ul style="list-style-type: none"> <li>Understand the difference between things that happened in the past and the present</li> <li>Use the terms before, after and now when telling others about an event or their daily routine</li> <li>Ask questions, listen to and describe things that happened to themselves and other people in the past</li> <li>Group objects based on similarities and differences of things in the past and present</li> <li>To understand that we change as time passes, all living things grow.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Recall some facts about people/events studied</li> <li>Describe how a significant person from the past has influenced us today (Christmas and Easter, beliefs about Jesus and how that is celebrated)</li> <li>Describe how a significant people from the present help us (police, paramedics)</li> <li>To understand how we change as we get older.</li> </ul>                              | <ul style="list-style-type: none"> <li>Explore events, look at pictures, objects and artefacts and ask questions to compare</li> <li>Look at books, videos, photographs, pictures and artefacts to build a picture about the past</li> <li>Ask and answer questions about old and new objects</li> <li>To talk to different grown -ps about their experiences.</li> </ul> | <ul style="list-style-type: none"> <li>Tell stories and experiences about the past</li> <li>Talk, write, draw and role play events and people from the past</li> <li>Ask questions. And answer questions</li> </ul> |

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| <b>Year 1</b> | <ul style="list-style-type: none"> <li>Understand the difference between things that happened in the past and the present</li> <li>Use the terms past and present when telling others about an event</li> <li>Describe things that happened to themselves and other people in the past</li> <li>Order a set of events or objects based on when they happened</li> <li>Group objects based on similarities and differences of things in the past and present</li> </ul> | <ul style="list-style-type: none"> <li>Recall some facts about people/events studied</li> <li>Understand how a location has changed over time</li> <li>Describe how a significant person from the past has contributed to society</li> <li>Describe how a significant person from the present has contributed to society</li> </ul> | <ul style="list-style-type: none"> <li>Explore different ways in which the past is represented</li> <li>Explore events, look at pictures, objects and artefacts and ask questions to compare</li> <li>Look at books, videos, photographs, pictures and artefacts to build a picture about the past</li> <li>Ask and answer questions about old and new objects</li> </ul> | <ul style="list-style-type: none"> <li>Discuss and compare stories and experiences about the past</li> <li>Talk, write, draw and role play events and people from the past</li> </ul> |
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| <b>Year 2</b> | <ul style="list-style-type: none"> <li>Use words and phrases relating to the passing of time</li> <li>Describe things that happened to themselves and others in the past and present their findings</li> <li>Develop an understanding of the term 'chronological' when discussing timelines</li> <li>Understand how to put people, events and objects in order of when they happened, using a timeline</li> <li>Identify similarities and differences between periods</li> </ul> | <ul style="list-style-type: none"> <li>Use information given to describe events and people beyond living memory</li> <li>Compare and contrast the differences within a locality, over time</li> <li>Give reasons why a significant person in the past may have made a decision in order to bring about change</li> <li>Begin to identify similarities and differences between social classes and gender</li> <li>Give example of how their lives are different to the lives of others in the past</li> </ul> | <ul style="list-style-type: none"> <li>Recall different ways in which the past is represented</li> <li>Ask question and find out answers about the past</li> <li>Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past</li> <li>Identify the difference between primary and secondary sources</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Describe objects, people or events in history, building on others' ideas and discussions</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing and using technology</li> </ul> |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and BCE/CE</li> <li>Describe and order significant events within the period study and compare to the present day, using dates</li> <li>Begin to use dates when describing events</li> <li>Use a timeline to place historical periods and events in chronological order and give reasons for their order</li> </ul>                                 | <ul style="list-style-type: none"> <li>Use information given to describe key features of a time period</li> <li>Find out about everyday lives of people in the time studied</li> <li>Identify reasons for and results of people's actions in the past</li> <li>Identify similarities and differences between social classes and gender</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>Use primary and secondary sources as evidence about the past</li> <li>Ask questions to find answers about the past from a range of sources</li> <li>Explore the idea that there are different accounts of history and why they exist</li> <li>Suggest why certain events happened as they did in history</li> <li>Recognise the part that archaeologists have had in helping us understand more about the past</li> </ul> | <ul style="list-style-type: none"> <li>Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions</li> </ul>                                                                                                                    |

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| <b>Year 4</b> | <ul style="list-style-type: none"> <li>Understand that a timeline can be organised into BC/AD, BCE/CE and eras</li> <li>Use mathematical skills to help work out time differences between certain major events in history</li> <li>Describe and order significant events and dates on a timeline using prepositional language</li> <li>Describe significant events within a period of history and how they have evolved over time</li> <li>Begin to identify short-term impact of significant events</li> </ul> | <ul style="list-style-type: none"> <li>Research what life was like and the key features of a given time period</li> <li>Identify similarities and differences between social classes and the causes behind them</li> <li>Identify reasons for and results of people's actions in the past and explain the impact on modern day life</li> </ul>                         | <ul style="list-style-type: none"> <li>Analyse and evaluate primary and secondary sources to collect evidence about the past</li> <li>Ask questions and find answers about the past, from a range of sources, evaluating the reliability</li> <li>Explore different versions of the same event in history</li> <li>Give reasons why there may be different accounts of history</li> <li>Know that people in the past represent events or ideas in a way that persuades others</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>Present opinions that are contradictory to their own</li> <li>Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions coherently</li> </ul>                                                    |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>Make connections between time periods within British history and the wider world, using decades and centuries to describe when they occurred</li> <li>Explain how significant events and dates have impacted on a period of time</li> <li>Research and explain the origins of a concept and its development through time e.g. industrialisation</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Research and evaluate what life was like and the key features of a given time period</li> <li>Identify similarities and differences between social classes and the causes behind them, within and between time periods</li> <li>Give own reasons why changes may have occurred, backed up by evidence</li> </ul>                | <ul style="list-style-type: none"> <li>Compare and contrast primary and secondary sources to collect evidence about the past</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>Investigate own lines of enquiry by posing questions and use primary and secondary sources when answering</li> <li>Know that people in the past could also have a point of view and that this can affect interpretation</li> <li>Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment</li> </ul> | <ul style="list-style-type: none"> <li>Structure a detailed argument or complex narrative on a period of time</li> <li>Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source</li> </ul>                               |
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>Draw parallels and conclusions between time periods within British history and the wider world</li> <li>Construct detailed timelines<br/>Place features of historical events and people from past societies and periods in a chronological framework</li> <li>Identify and compare changes within and across different periods</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Research and formulate an opinion about what life would have been like and key features of a given time period</li> <li>Analyse trends between different social classes and the causes behind them, within and between time periods</li> <li>Create a structured account of a past event, from multiple perspectives</li> </ul> | <ul style="list-style-type: none"> <li>Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others</li> <li>Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory</li> <li>Create a historical account, using existing primary and secondary sources as evidence</li> <li>Understand that some events from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Structure a talk and debate in both formal and informal ways by grouping arguments by a theme</li> <li>Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support</li> </ul> |

|                              | Year 1                                                                                                                                                                                                            | Year 2                                                                                                                                                           | Year 3                                                                                                                                                                                                   | Year 4                                                                                                                     | Year 5                                                                   | Year 6                                                           |
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| <b>Historical Vocabulary</b> | Now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, old, new, then, same, different, past, present, after, future, museum | Chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eyewitness, significant, compare, historical, ancient, modern | archaeology, excavate, century, primary source, secondary source, first hand, second hand, decade, century, cause, consequence, Empire, import, trade, rebellion, Anno Domini, millennium, Before Christ | Interpretation, civilisation, conquer, conquest, legacy, invasion, resistance, democracy, continuity, reliable, unreliable | Connections, evaluate, legislation, interpretation, hypothesis, evidence | Propaganda, bias, motive, Mis-information, subjective, objective |