

St. Cleopas History Progression Map

EYFS

- Birth to 5 Matters (Range 4) – Nursery 1
- Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others
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- Birth to 5 Matters (Range 5) – Nursery 2
- Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
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- Birth to 5 Matters (Range 6) - Reception Year
- Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

By the end of Reception the Statutory ELG:

Past and Present - Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Year 1/2		Year 3/4		Year 5/6	

<p>Chronological understanding</p>	<p>Sequence events in their lifetime. Match objects to people of different ages. Understand the difference between things that happened in the past and present. Old, new, young, old, days, weeks, months.</p>	<p>Recount changes in own life over time. Sequence photographs etc and place events on a broad chronological framework. Describe memories of key events in lives. Last week, When I was younger, A long time ago, Before I was born.</p>	<p>Place the time studied on a timeline. Use dates and terms related to the study and passing of time. After, before and during</p>	<p>Place events from period studied on a timeline. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Century and decade.</p>	<p>Know and sequence key events of time studied. Place current study on a timeline in relation to other studies. Make comparisons between different times in the past. Anglo Saxons, Vikings, period.</p>	<p>Use scale when sequencing dates on a timeline. Understand how some historical events occurred concurrently in different locations. Describe main changes in a period of history using words such as social, religious, political, technological and cultural.</p>
<p>Range and depth of historical knowledge</p>	<p>Recognise the difference between past and present in their own and others' lives. Through drama, recount episodes from stories about the past and say why people have acted the way they did.</p>	<p>Use information (research, artefacts etc) to describe the past and the differences between 'then' and 'now'. Look at evidence to explain reasons why people in the past may have acted in the way they did.</p>	<p>Find out about everyday lives of people in time studied (culture, leisure, settlements, clothes etc). Compare with our lives today. Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in time studied. Look for links and effects in time studied and the effect on life today. Make links between rich and poor. Offer a reasonable explanation for some events.</p>	<p>Choose reliable sources of information to find about the past. Study different aspects of different people – differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late times studied.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Write another explanation of a past event in terms of cause and effect using evidence to support their explanation.</p>

Historical interpretation	Use stories, pictures, illustrations and adults talking to distinguish between fact and opinion.	Compare two versions of a past event using pictures or photographs.	Explore the idea that there are different accounts of the same event.	Give reasons why there are different accounts of history by looking at the evidence available.	Give clear reasons why there may be different accounts of history. Know that people (now and in the past) can represent events or ideas in ways that persuade other.	Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Understand that some evidence is propaganda, opinion or misinformation.
Historical enquiry	Find answers to simple questions about the past from different sources. Explore events, look at pictures and ask questions such as: What happened? What was it like?	Observe and handle resources to answer questions. Ask questions such as: What was it like for a ...? How long ago did...happen?	Select and record information relevant to the study. Ask questions such as: How did people...? What did people do for...?	Choose relevant material to present a picture of one aspect of life. Ask questions such as: What was it like for a ... during...?	Use the library and internet for research with increasing confidence and realise that there is often not a single answer to historical questions. Ask more complex questions about key concepts in history.	Bring knowledge gathered from several sources together in a fluent account. Investigate own lines of enquiry by posing questions to answer.
Organisation and communication	Sort events or objects into groups e.g. ‘then’ and ‘now’. Tell stories about the past. Talk, write and draw about	Describe objects, people or events in history. Communicate ideas about people, objects or events from the past in	Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations,	Discuss most appropriate way to present information realising that it is for an audience: discussions, pictures,	Show initiative when recording and communicating knowledge in different forms: discussions, pictures,	Plan and present a self-directed project or research about the studied period. Use a variety of ways to present

	things from the past.	speaking, writing, drawing, role play, storytelling and using ICT	drama, Maths (data handling) and using ICT.	writing, annotations, drama, Maths (data handling) and using ICT.	writing, annotations, drama, Maths (data handling) and using ICT.	information from KS2 as well as extended writing opportunities.
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- **Note all words in bold are key vocab for each year group.**