

HOLY FAMILY-HISTORY Progression map

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of study	The Prime areas- communication and language, physical development and personal, social and emotional development lay the foundations for children's success in all other areas of learning. They therefore run through everything in EYFS. The ELGs below link with the 5 strands we follow in history.	What is chronology? Changes within living memory. Change over time - 1970s/80s. Similarities and differences in childhood - home-technology. Local significant people and places. Why we remember some significant people - Kitty Wilkinson.	-National events and people beyond living memory. Cause and effect- The Great fire of London and The Gunpowder Plot -Changes beyond living memory- What was it like for a child working at Quarry Bank Mill? -Local and national events beyond living memory- New Brighton. Victorian seaside.	-Changes in Britain from the Stone Age to the Iron Age. The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. Local study- Liverpool waterfront and docks The Albert Dock	-The Roman Empire and its impact on Britain. -The influence of the Tudors-Speke Hall -Local study- inventions that changed the world. Industrial revolution - canals.	-Viking and Anglo-Saxon struggle for England. The impact of the Anglo-Saxons. -Early civilisations and depth study of the Greeks. What did the Greeks do for us? -Local study-inventions that changed the world- Flight.	-Theme beyond 1066. Events that shaped the world. WWII and its impact on Britain and Liverpool. -A non-European society that provides contrasts with British history - Mayan civilization c. AD 900. -Local study beyond 1066 - Liverpool and the impact of the slave trade.
Historical enquiry	-Be curious about people and show interest in stories (UTW-P&C) -Answer and use 'how' and 'why' questions in response to stories or events (C&L-U) Nursery -Use words such as: how, why, because? Reception -Use words such as: how, why, because, find out, I wonder what/if/when/why?	-Identify different ways in which the past is represented. -Explore events, look at pictures and ask questions i.e, " Which things are old and which are new? " or " What were people doing? " Look at objects from the past and ask questions i.e, " What were they used for? " and try to answer.	-Identify different ways in which the past is represented. -Ask and answer questions about the past such as " What do you think it was like for....? ". " What happened in the past? " " How long ago did...happen? " Use a wide range of information to answer questions.	-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. -Ask questions and find answers about the past such as " How did people...? What did people do for...? " -Suggest sources of evidence to use to help answer questions.	-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past such as " What was it like for a... during...? "	-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. -Begin to identify primary and secondary sources. -Investigate own lines of enquiry by posing questions to answer.	-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. -Recognise primary and secondary sources. -Evaluate 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.
Knowledge and understanding of events, people, and changes in the past	-Listen to stories accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions (C&L-L&A) -Talk about past and present events in their own lives and in lives of family members (UTW-P&C) -Describe main story settings, events and principal characters (L-R) -Use past, present and future forms accurately	-Recall some facts about people/events before living memory. Say why people may have acted the way they did.	-Use information to describe the past.- Describe the differences between then and now. -Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.	-Use evidence to describe the culture and leisure activities from the past. -Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past.	-Use evidence to describe what was important to people from the past. -Use evidence to show how the lives of rich and poor people from the past differed. -Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.	-Choose reliable sources of information to find out about the past.-Give own reasons why changes may have occurred, backed up by evidence. -Describe similarities and differences between some people, events and artefacts studied. -Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	
Refer to knowledge organisers to see breakdown for topics taught in each year group.							

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	when talking about events that have happened or are to happen in the future (C&L-S)						
Chronological understanding	<ul style="list-style-type: none"> -Use everyday language related to time (M-SSM) -Order and sequence familiar events (M-SSM) <p>Nursery-Use words such as: yesterday, last week, at the weekend, this morning, last night.</p> <p>Reception-Use words such as: yesterday, last week, at the weekend, this morning, last night.</p>	<ul style="list-style-type: none"> -Understand the difference between things that happened in the past and the present. -Remembers parts of stories and memories about the past. -Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents/carers were young. -Order some events or 2 related objects in order of time. 	<ul style="list-style-type: none"> -Understand and use the phrases such as recently, before, after, now, later when telling others about an event. -Recount changes in my own life over time and compare that to relatives from different eras. -Puts 3 or more people, events or objects in order using a given scale. 	<ul style="list-style-type: none"> -Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) -Use a timeline to place historical events in chronological order (intervals of 10/100) -Describe dates of and order significant events from the period studied. Uses words and phrases: century, decade. 	<ul style="list-style-type: none"> -Uses timelines with intervals of 10/100/1000 years. -Begins to appreciate length of time for different periods. -Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. -Names and places dates of significant events from past on a timeline. Uses words and phrases: century, decade, BC, AD, after, before, during. 	<ul style="list-style-type: none"> -Uses timelines to place and sequence local, national and international events (5 or more events) -Begins to design own timeline to sequence events learned. -Sequences historical periods. -Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period. Identifies changes within and across historical periods. 	<ul style="list-style-type: none"> -Creates own timelines to place events, periods and cultural movements from around the world. -Uses timelines to demonstrate periods of time and passing of time. -Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline.
Historical interpretation	<ul style="list-style-type: none"> -Know about similarities and differences between themselves and others, and among families, communities and traditions (UTW-P&C) -Question why things happen and give explanations (C&L-S) -Know that information can be retrieved from books and computers (UTW-T) 	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. Begin to understand that personal accounts can be different and consider the opinions of others. 	<ul style="list-style-type: none"> -Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Begin to understand that personal accounts can be different and consider the opinions of others. 	<ul style="list-style-type: none"> -Understand how our knowledge of the past is constructed from a range of sources. -Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> -Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> -Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. -Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> -Evaluate evidence to choose the most reliable forms. -Know that people both in the past have a point of view and that this can affect interpretation. -Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation and	<ul style="list-style-type: none"> -Gives meaning to marks they make (L-W) 	<ul style="list-style-type: none"> -Sort events or objects into groups (i.e. then and 	<ul style="list-style-type: none"> -Describe objects, people or events in 	<ul style="list-style-type: none"> -Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, 	<ul style="list-style-type: none"> -Communicate ideas about from the past using different 	<ul style="list-style-type: none"> -Communicate ideas about from the past using different 	

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communication	<p>-Creates simple representations of events (EA&D-BI)</p> <p>-Are confident to speak in a familiar group about their ideas (PS&ED-SC&SA)</p>	<p>now.)</p> <p>-Use timelines to order events or objects.</p> <p>-Tell stories about the past.</p> <p>-Talk, write and draw about things from the past.</p>	<p>history.</p> <p>-Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>storytelling and using ICT.</p>	<p>genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>-Plan and present a self-directed project or research about the studied period.</p>	<p>genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>-Plan and present a self-directed project or research about the studied period.</p>
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