

# 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- <b>communication and language, physical development and personal, social and emotional development</b> 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.	<b>What is chronology? Changes within living memory. Change over time - 1970s/80s. Similarities and differences in childhood - toys. Local significant people and places.</b> Why we remember some significant people - Kitty Wilkinson.	-National events and people beyond living memory. Cause and effect- <b>The Great fire of London</b> -Changes beyond living memory- <b>What was it like for a child working at Quarry Bank Mill?</b> -Local and national events beyond living memory- <b>New Brighton. Victorian seaside.</b>	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of <b>Ancient Egypt</b> . -Changes in Britain from the <b>Stone Age to the Iron Age</b> . Local study- <b>Liverpool waterfront and docks</b> <b>The Albert Dock</b>	-The <b>Roman Empire</b> and its impact on Britain. -The influence of the <b>Tudors</b> - The influence of the Tudors-Speke Hall -Local study- inventions that changed the world. <b>Industrial revolution - canals.</b>	-Viking and Anglo-Saxon struggle for England. <b>The impact of the Anglo-Saxons.</b> -Early civilisations and depth study of the Greeks. <b>What did the Greeks do for us?</b> -Local study-inventions that changed the world- <b>Flight.</b>	-Theme beyond 1066. Events that shaped the world. <b>WWII</b> and its impact on Britain and Liverpool. -A non-European society that provides contrasts with British history - <b>Maya civilization c. AD 900.</b> -Local study beyond 1066 - <b>Liverpool and the impact of the slave trade.</b>
Knowledge and understanding of events, people, and changes in the past	-Understand the past through settings, characters and events encountered in books read in class and storytelling <b>(UTW-P&amp;P)</b>	See individual year group knowledge organisers to see knowledge objectives for each topic covered					
Historical enquiry	-Explore the world around them, making observations <b>(UTW-TNW)</b> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding <b>(C&amp;L-U)</b>  <b>Nursery</b> -Use words such as: <b>how, why, because?</b>  <b>Reception</b> -Use words such as: <b>how, why, because, find out, I wonder what/if/when/why?</b>	-Identify one way we can find out about history, e.g. interviews, pictures, objects or museums. -Start to ask own questions to find out about the past, e.g. ask parents/grandparents what life was like when they were 5 years old. -Can interview people they know, asking perceptive questions about famous people, events and places in the area. -Explore events, look at pictures and ask and answer questions such as <b>'Which things are old and which are new? What are people doing?'</b> -Look at objects and photographs from the past and ask and answer questions <b>'what is it? Who would of used it in the past? What was it used for?'</b>	-Know the story of events can be explored through pictures, maps, museum visits, artefacts and first-hand accounts (diaries). -Is able to research about a famous event that happened in Britain. -Ask and answer questions about the past such as <b>"What do you think it was like for... in the past?"</b> <b>"What happened in the past?"</b> <b>" How long ago did... happen?"</b> -Use a wide range of information to answer questions.	-Are beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past? -Make careful observations of artefacts (or photographs) to find out about the period. -Ask and answer questions about the past such as: <b>'How did people.? What did people do for.?'</b> -Suggest sources of evidence to use to help answer questions. -Make careful observations of artefacts or photographs and discuss what they tell us about the past. -Explore things which early civilisations had in common, e.g. river location, development of writing and number systems. -Use research skills in finding out facts about the time period being studied.	-Ask questions and find answers about the past such as <b>'What was it like for a ... during...?'</b> -Start a list of questions for what they want to find out. -Understand how our knowledge of the past is constructed from a range of sources and know where to seek out information about aspects of the past. -Understand the difference between primary and secondary sources. -Handle and use artefacts as a source of evidence and explain how useful they are for information. -Can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. -Through research, can compare and contrast different forms of evidence.	-Investigate own lines of enquiry by posing questions to answer. -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. -Can appreciate how historical artefacts have helped us understand more about British lives in the present and past. -Demonstrate the methods of historical enquiry more independently, e.g. ask perceptive questions, think critically and weigh evidence. -Use available evidence selectively to answer own raised questions about a distant past society. -Begin to identify primary and secondary sources. -Continue to use documents, printed sources (archive materials), the Internet, photographs, visits to sites and historical buildings to collect evidence about the past in the local area.	-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.

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				<ul style="list-style-type: none"> <li>-Are able to research what it was like for specific people.</li> <li>-Beginning to compare and contrast different forms of evidence.</li> </ul>			
Chronological understanding	<ul style="list-style-type: none"> <li>-Begin to describe a sequence of events real or fictional (<b>M-NP</b>)</li> <li>-Understand changes in the natural world around them (<b>UTW-TNW</b>)</li> </ul> <p><b>Nursery</b>-Use words such as: <b>yesterday, last week, this morning, last night.</b></p> <p><b>Reception</b>-Use words such as: <b>yesterday, last week, at the weekend, this morning, last night.</b></p>	<ul style="list-style-type: none"> <li>-Can use words and phrases such as: <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/grandparents were young.</b></li> <li>-Can put a few significant local historical events, people and places in order on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and use the phrases such as: <b>recently, before, after, now, later</b> when telling others about an event.</li> <li>-Puts 3 or more people, events or objects in order using a given scale.</li> <li>-Can put several objects/ events from over 100 years ago in order on a simple timeline and give reasons for their order.</li> <li>-Use information gained from information sources (stories, maps, films, pictures/ photographs, personal accounts, etc.) to annotate and illustrate the timeline.</li> <li>-Know where the people/events fit within a chronological framework.</li> <li>-Recount changes in my own life over time and compare that to relatives from different eras.</li> <li>-Can use the words '<b>past</b>' and '<b>present</b>' accurately.</li> </ul>	<ul style="list-style-type: none"> <li>-Can understand that the past is divided into different named periods of time, using appropriate dates/chronological conventions, e.g. BC &amp; AD.</li> <li>-Complete an ongoing timeline to place historical events in chronological order (intervals of 10/100).</li> <li>-Can place events on a timeline using dates.</li> <li>-Are beginning to understand the concept of change over time, representing this, along with evidence, on a timeline</li> <li>- Describe dates of and order significant events from the period studied.</li> <li>-Use words and phrases: <b>century, decade, ancient.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Record increasing knowledge about the effect of this group on Europe, Britain and the local area, building on existing developments.</li> <li>-Understand that empires grow over time.</li> <li>-Can build up a picture of what main events happened in Britain over time.</li> <li>-Place the start and end of the period on a timeline, along with the periods studied in Y3.</li> <li>-Continue to annotate timeline throughout the study as they discover more about the time, noting connections</li> <li>-Uses timelines with intervals of 10/100/1000 years.</li> <li>-Use words and phrases: <b>century, decade, BC, AD, after, before, during.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases: <b>century, decade, BC, AD, after, before, during, dates, time period, era.</b></li> <li>-Can use dates and historical terms more accurately when describing events.</li> <li>-Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied.</li> <li>-Is beginning to construct and add to an ongoing timeline to make comparisons between 2 societies at the same time.</li> <li>-Create timelines which outline the development of specific features, such as ; transport (flights).</li> </ul>	<ul style="list-style-type: none"> <li>-Place the start and end of the period on a timeline, along with the periods studied in Y5.</li> <li>-Adds detail to the timeline during the ongoing studies to show how people's lives changed in the aspect studied.</li> <li>-Can note connections, contrasts and trends over time.</li> <li>-Demonstrate coherent, chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they studied in KS2.</li> <li>-Can draw a timeline to scale independently, to show where the study over a wide arc of time fits into the wider story of British History; can record events, changes, causes and consequences on the timeline independently.</li> <li>-Describes main changes in a period in history using words such as: <b>social, religious, political, technological and cultural.</b></li> </ul>
Historical interpretation	<ul style="list-style-type: none"> <li>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (<b>UTW-P&amp;P</b>)</li> <li>-Explain similarities and differences drawing on knowledge from stories and non-fiction texts (<b>UTW-PC&amp;C</b>)</li> <li>-Offer explanations for</li> </ul>	<ul style="list-style-type: none"> <li>-Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> <li>-Can identify objects from the past.</li> <li>-Can begin to identify the differences between old and new objects.</li> <li>-Consider the opinions of others.</li> <li>-Identify "old" places and buildings around them on a</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Give more than one cause of an event and reasons</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how our knowledge of the past is constructed from a range of sources.</li> <li>-Explore the idea that there are different accounts of history.</li> <li>-Explain how discoveries were made about the civilisations, which help us to learn more about them.</li> <li>-Orally justify which is the most important</li> </ul>	<ul style="list-style-type: none"> <li>-Using a range of sources, explore the significance of the growth of the empire and influence on life today.</li> <li>-Understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>-Explain what life was like for different groups of</li> </ul>	<ul style="list-style-type: none"> <li>-Give reasons why there may be different accounts of history.</li> <li>-Evaluate evidence to choose the most reliable forms.</li> <li>-Understand how laws and justice systems introduced at the time were designed to exert control over different elements of society and other invaders.</li> <li>-Draw conclusions on the complexity of life at the time,</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate evidence to choose the most reliable forms.</li> <li>-Use evidence rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>-Make detailed use of a wide range of historical sources to help reach and support a conclusion as to the differences between Anglo</li> </ul>

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	<p>why things might happen (C&amp;L-S)</p>	<p>local walk.</p>	<p>why people acted as they did.</p> <p>-Can explain and give examples of things that are different elsewhere and in their local area from that of a long time ago in a specific period of history such as Victorian times.</p> <p>-Begin to understand that personal accounts can be different and consider the opinions of others.</p>	<p>achievement and invention of each civilisation.</p> <p>-Are beginning to describe different accounts of history, explaining some of the reasons why the accounts may differ.</p>	<p>society, their diversity and relationships between them.</p> <p>-Look at different versions of the same event in history and identify differences.</p> <p>-Can describe different accounts of history, explaining some of the reasons why the accounts may differ.</p> <p>-Understand how this period built on what had gone before and how it further influenced Britain.</p>	<p>changes and relationships between groups.</p> <p>-Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p>	<p>Saxon culture and Maya culture.</p> <p>-Select, interpret and evaluate a source of information about the local area, assessing usefulness and if there is any bias, etc.</p>
<p>Organisation and communication</p>	<p>-Talk about the lives of the people around them and their roles in society (UTW-P&amp;P)</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction and during role-play (L-C)</p> <p>-Express their ideas and feelings using full sentences, including use of past, present and future tenses with modelling and support from the teacher (C&amp;L-S)</p> <p>-Perform stories and events with others (EA&amp;D-BI&amp;E)</p> <p>-Add some marks to their drawings which they give meaning to (L-W)</p>	<p>-Can describe similarities and differences in life for them/ their parents/older family members - orally, in drawings, etc.</p> <p>-Talk about events from own history using words that show the passing of time.</p> <p>-Sort events or objects into groups (i.e. then and 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>-Record the sequence of events in pictures/words.</p> <p>-Communicate ideas about people, objects or events from the past through speaking, writing, drawing, role-play, storytelling and ICT, using historical terms and vocabulary.</p> <p>-Describe objects, people or events in history.</p>	<p>-Retrieve and record information from non-fiction to answer own increasingly perceptive questions.</p> <p>-Present and communicate ideas about the past using other areas of the curriculum such as drawing, diagrams, data-handling, drama role play, storytelling and ICT.</p>	<p>-Understand words such as empires, civilisation, democracy and use them in their writing.</p> <p>-Select and justify why a particular achievement from the period was the greatest influence on the Western world.</p> <p>-Present and communicate ideas about the past using other areas of the curriculum such as drawing, diagrams, data-handling, drama role play, storytelling and ICT.</p> <p>-Is able to talk about and record how the introduction of canals during the Industrial Revolution was a significant turning point in British history.</p>	<p>-Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama, storytelling and using ICT.</p> <p>-Plan and present a self-directed project or research about the studied period.</p> <p>-Can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills.</p>	<p>-Devise increasingly historically valid, perceptive questions about change, cause and significance during the study.</p> <p>-Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama, storytelling and using ICT.</p> <p>-Plan and present a self-directed project or research about the studied period.</p> <p>-Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>-Thoughtfully select and organise relevant historical information.</p> <p>-Explain their development as a historian - the tools and skills they have developed and how they think they will use these in the future.</p>