

Primary Progression Map substantive and disciplinary History concepts: **Chronological Understanding**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>To place events (pictures or text) in order.</p> <p>To place numbers in order</p> <p>To use words that indicate past</p> <p>To identify things that are from the past/old</p> <p>Start to use words and phrases such as before, after, past, present, then and now.</p>	<p>Recognise that some objects belong in the past. Begin to understand where people and events fit on a timeline.</p> <p>Recount changes within living memory.</p> <p>Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago</p> <p>Place key dates in chronological order.</p> <p>Recall dates and events beyond living memory that are significant nationally or globally.</p>	<p>Develop an increasingly secure chronological knowledge of Falmouth's, British and world history, using dates.</p> <p>Use a range of key vocabulary such as century, decade and chronological.</p> <p>Understand more terms e.g. BC/AD.</p> <p>Put given events, places and people on a timeline</p> <p>Identify some main events from a period of history and order them</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Order a greater number of significant events on a timeline.</p> <p>Summarise the main events from a period of history, explaining the order of events.</p> <p>Describe the main changes in a period in history and place them in the correct order.</p>			
Possible Questions	<p>What came before/after? How have you changed?</p>	<p>When did it happen? How long did it take? How do we know? How can we tell an object is from the past?</p>	<p>How would you describe a period? What do we know about this time? What does AC/BC mean?</p>	<p>How long ago did this event take place? How was life different/same? What was the sequence of key events during this period?</p>			

Primary Progression Map substantive and disciplinary History concepts: **Cause and Consequence**

	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Cause and Consequence	Question why things happen Begin to explain reasons for an event	Begin to recognise that significant events happened because of a cause Begin to understand that aspects of life changed after an event Begin to give reasons for the actions of significant historical figures		Identify reasons for and results of people's actions understand people's motives Look for links and effects in time studied offer reasons for these Address and devise historical questions about cause Comment on the importance of cause and effects for some key events		Examine causes and results of great events and the impact on people Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation Short and long term causes of events identified and explained	
Possible Questions	What happened? Why?	Why did people do things? Why did an event happen? What happened as a result?		Why did it happen? What was the result? Who was affected? What was the impact of the event on others?		Why was it important? How do key events link? What influenced these events?	

Primary Progression Map substantive and disciplinary History concepts: **Change and continuity**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change and continuity	Talk about changes which have happened in their lives	Recognise old and new things in a picture Identify what was different and what was the same when their parents and grandparents were children Identify differences changes from an event beyond living memory		Identify changes between and within periods Make links between events over time. Begin to note the similarities and differences: within current period of history being studied Compare changes between a current time period and one that has been previously studied		Can identify within and between periods of history Explain the changes between an increasing number of historical periods Describe how changes impacted the world / society Explain how changes may have been different in different places during the same period of history	
Possible Questions	What has stayed the same? What is different?	What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today?		What has stayed the same (comparing past periods)? Why? What has changed? Why and how? What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why?		What has stayed the same? Why? What has changed? Which changes were most significant? Why? Did it change like this everywhere or for everyone?	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarity and Difference	Know about similarities and differences between: themselves and others	Start to understand life was different for different people in the past. Begin to understand that this may have been different in different periods of time		Identify how life was different for different people in the past: • rich and poor • male and female • adult and child Identify that this may have been different in different places at the same time		Explain how life was different for different people in the past: • rich and poor • male and female • different cultures and races • different religions Explain that this may have been different in different places at the same time Provide and explain reasons for these differences or explain the reasons other give	
Possible Questions	What is the same? What is different?	Was this the same for everyone? How would life of a ##### person have been different?		Can you give an example of how life was different for someone who was there? Was this the same everywhere? Where was it different? How was it different?		Which groups was this different for? Can you give an example? Why was there this difference? Was this the same everywhere? Can you give an example to support your answer?	

Primary Progression Map substantive and disciplinary History concepts: **Historical evidence**

	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Historical Evidence	Sort evidence into old and new	Begin to identify different ways we can find out about the past Describe similarities and differences between artefacts Sort some objects/artefacts between then and now Look at pictures and photos to identify things from the past	Identify different sources that have given them information about the period they are studying Identify Primary and Secondary sources Identify evidence in pictures and artefacts. Use evidence from a source to answer a question	Identify different sources that have given them information about the period they are studying Identify Primary and Secondary sources Identify evidence in pictures and artefacts. Use evidence from a source to answer a question	Identify different sources that have given them information about the period they are studying Identify Primary and Secondary sources Identify evidence in pictures and artefacts. Use evidence from a source to answer a question	Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making Select relevant sections of historical information to answer a question/enquiry Recognise a sources usefulness or limitations	Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making Select relevant sections of historical information to answer a question/enquiry Recognise a sources usefulness or limitations
Possible Questions	What is this? What is it for? Is it old or new?	What was this used for? Is it from then or now? How can we tell? What does this tell us about the past?	What does this source tell us? Is it a Primary or Secondary source? What can we use to find out about this time period?	What does this source tell us? Is it a Primary or Secondary source? What can we use to find out about this time period?	What does this source tell us? Is it a Primary or Secondary source? What can we use to find out about this time period?	How is this source useful or limited? What does this source tell us? How can we use this source?	How is this source useful or limited? What does this source tell us? How can we use this source?

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation	<p>Understand people have had different experiences</p> <p>Understand people have different things.</p> <p>Understand people might like different things.</p>	<p>Identify different ways in which the past is represented.</p> <p>Identify that two people may have experienced an event /time period differently</p>		<p>Understand that different versions of the past may exist. Begin to consider why there are different versions of events that these may vary dependent on a person's life experience</p>		<p>Understand that different versions of the past may exist and give reasons why. Compare accounts of events from different sources.</p> <p>Provide reasons for why there are different versions of events Understand a sources content depends upon a person's place/role/side in history. Make connections between sources and explain why they maybe a difference</p> <p>Understand the importance of checking the accuracy of interpretations/evidence</p>	
Possible Questions	<p>What happened? How do we know?</p>	<p>What is the evidence? How do people know this?</p>		<p>What can this source tell me? What did this person think? Why did this person think like that?</p>		<p>Can I trust this source? Why does that person see it differently? Does this source have any limitations?</p>	

Primary Progression Map substantive and disciplinary History concepts: **Historical Significance**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical significance	Recognise and describe a special object. Recognise and describe a special time or event in their life	Give a simple historical account and explain why an event was significant Discuss what happened and who was involved Recognise the changes an event caused		Identify historically significant people and events from a period of history and explain their impact Begin to identify why / what happened and what was important Describe why an event is significant how it changed things for people.		Identify historically significant people and events from a period of history. Explain why they were significant. Describe and explain what happened and how it impacted society / the wider world.	
Possible Questions	Can you tell me why that is special? Can you tell me what happened?	Who was an important person? What did this person do? What important thing happened?		Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?		Why was this person important? Explain what this person did that was important? What impact did this event (or period of history) have on events or people? How did life change following this?	