



St Augustine's History Progression Map

EYFS Understanding the world	3-4 Years	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. 				
	Reception	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. 				
	ELG	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Talk about the lives of the people around them and their roles in society 				
His	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence events within their lifetime.</p> <p>Match objects with people of different ages.</p>	<p>Sequence artefacts which are closer together in time.</p> <p>Sequence photographs of events within their life.</p> <p>Use comparative words like older and newer or past and present</p>	<p>Sequence several events and artefacts across the periods studied this year.</p> <p>Start using timelines which go beyond their period studied •Use dates and terms related to their periods studied and the passing of time.</p>	<p>Sequence a range of events and artefacts from time periods studied to date.</p> <p>Use timelines and begin to compare events placed on it.</p> <p>Understand more complex terms of time.</p>	<p>Sequence and compare a range of events and artefacts across different time periods.</p> <p>Use timelines with varying scales depending on the events being shown.</p> <p>Use and understand more complex terms of time.</p>	<p>Sequence and compare a comprehensive range of periods and events studied.</p> <p>Use timelines with carrying scales which show overlapping periods and eras.</p> <p>Use a diverse range of chronological vocabulary.</p>



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Historical Knowledge and understanding (Kn)	Recognise the difference between past and present.	Know some important historical figures and what they did. Talk about how some events in the past have affected their lives.	Know some important historical events and their importance. Recognise the difference between different periods studied and compare to their own lives.	Use a range of sources and evidence to reconstruct life in the past. Know important figures in the past and the reasons for their actions	Know the causes and consequences of periods studied. Discuss the wider impact of key figures and how their actions could have led to other ends	Know the impact of key events both locally and globally for periods studied. Recall and explain past events using knowledge and evidence to support them.
Interpretations of History (Int)	Understand the difference between facts and memories. Distinguish between fact and fiction.	Begin to ask questions to explore the reliability of images and stories. Compare different opinions of people in the past.	Distinguish between difference sources across time periods. Give reasons for why the past is interpreted in different ways. Identify different ways in which the past is represented.	Look at a range of evidence and sources and talk about their reliability. Begin to evaluate the usefulness of sources. Suggest ideas why there are different interpretations of the past.	Compare accounts of events from different sources, referring to their reliability and purpose. Find answers about the past by choosing evidence and discounting others.	Consider ways of checking the reliability of sources. Become more aware the different evidence will lead to different conclusions. Find connections between sources.



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Historical enquiry (Enq)	Ask simple questions about given artefacts Find the answers to simple questions about artefacts observed.	Make observations to answer questions about artefacts. Discuss different possible answers for questions about artefacts or events.	Use a range of sources to find out about the past. Observe small details within an artefact and create their own enquiry questions.	Use different evidence and sources to build their own picture of the past. Ask questions as to an artefacts purpose. Understand the difference between primary and secondary sources.	Suggest different purposes for artefacts using evidence to support them. Choose and use different evidence and sources to build their own picture of the past. Identify primary and secondary sources.	Bring together a range of evidence of their choice to form their own account of a part of history. Speculate and form a hypothesis about an artefact or event.
Organisation and Communication	Shows knowledge and understanding of the	Describes and writes about things which have happened in the past	Uses speaking and writing skills to	Uses a range of skills when presenting information and findings to others.	Presents information in a structured and	Presents information in an organised and clearly structured way



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(com)	past in simple, different ways.	Use labels and diagrams to tell others	present findings to others. Decides on own labels and diagrams to share information with others	Uses their knowledge and understanding when communicating ideas about the past	organised way using a range of skills. Selects information to share with others and presents it in a suitable format.	Selects information to share using a format of their own choice. Provides reasoning for their choice of certain information