



St. Augustine's Catholic Primary School and Nursery  
History Progression Map 2019-2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology (Chr)	<ul style="list-style-type: none"> <li>Sequence events within their lifetime.</li> <li>Match objects with people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts which are closer together in time.</li> <li>Sequence photographs of events within their life.</li> <li>Use comparative words like older and newer or past and present</li> </ul>	<ul style="list-style-type: none"> <li>Sequence several events and artefacts across the periods studied this year.</li> <li>Start using timelines which go beyond their period studied</li> <li>Use dates and terms related to their periods studied and the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence a range of events and artefacts from time periods studied to date.</li> <li>Use timelines and begin to compare events placed on it.</li> <li>Understand more complex terms of time.</li> </ul>	Sequence and compare a range events and artefacts across different time periods. <ul style="list-style-type: none"> <li>Use timelines with varying scales depending on the events being shown.</li> <li>Use and understand more complex terms of time.</li> </ul>	Sequence and compare a comprehensive range of periods and events studied. <ul style="list-style-type: none"> <li>Use timelines with carrying scales which show overlapping periods and eras.</li> <li>Use a diverse range of chronological vocabulary.</li> </ul>
Historical Knowledge and understanding (Kn)	<ul style="list-style-type: none"> <li>Recognise the difference between past and present.</li> <li>Recount stories from the past.</li> </ul>	Know some important historical figures and what they did. <ul style="list-style-type: none"> <li>Talk about how some events in the past have affected their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Know some important historical events and their importance.</li> <li>Recognise the difference between different periods studied and compare to their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources and evidence to reconstruct life in the past.</li> <li>Know important figures in the past and the reasons for their actions</li> </ul>	Know the causes and consequences of periods studied. <ul style="list-style-type: none"> <li>Discuss the wider impact of key figures and how their actions could have led to other ends</li> </ul>	Know the impact of key events both locally and globally for periods studied. <ul style="list-style-type: none"> <li>Recall and explain past events using knowledge and evidence to support them.</li> </ul>
Interpretations of History (Int)	Understand the difference between facts and memories. <ul style="list-style-type: none"> <li>Distinguish between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask questions to explore the reliability of images and stories.</li> <li>Compare different opinions of people in the past.</li> </ul>	Distinguish between difference sources across time periods. <ul style="list-style-type: none"> <li>Give reasons for why the past is interpreted in different ways.</li> <li>Identify different ways in which the past is represented.</li> </ul>	Look at a range of evidence and sources and talk about their reliability. <ul style="list-style-type: none"> <li>Begin to evaluate the usefulness of sources</li> <li>Suggest ideas why there are different interpretations of the past.</li> </ul>	Compare accounts of events from different sources, referring to their reliability and purpose. <ul style="list-style-type: none"> <li>Find answers about the past by choosing evidence and discounting others.</li> </ul>	Consider ways of checking the reliability of sources. <ul style="list-style-type: none"> <li>Become more aware the different evidence will lead to different conclusions.</li> <li>Find connections between sources.</li> </ul>

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<p><b>Historical enquiry</b> <b>(Enq)</b></p>	<ul style="list-style-type: none"> <li>• Ask simple questions about given artefacts</li> <li>• Find the answers to simple questions about artefacts observed.</li> </ul>	<p>Make observations to answer questions about artefacts.</p> <ul style="list-style-type: none"> <li>• Discuss different possible answers for questions about artefacts or events.</li> </ul>	<p>Use a range of sources to find out about the past.</p> <ul style="list-style-type: none"> <li>• Observe small details within an artefact and create their own enquiry questions.</li> </ul>	<p>Use different evidence and sources to build their own picture of the past.</p> <ul style="list-style-type: none"> <li>• Ask questions as to an artefacts purpose.</li> <li>• Understand the difference between primary and secondary sources.</li> </ul>	<p>Suggest different purposes for artefacts using evidence to support them.</p> <ul style="list-style-type: none"> <li>• Choose and use different evidence and sources to build their own picture of the past.</li> <li>• Identify primary and secondary sources.</li> </ul>	<p>Bring together a range of evidence of their choice to form their own account of a part of history.</p> <ul style="list-style-type: none"> <li>• Speculate and form a hypothesis about an artefact or event.</li> </ul>
<p><b>Organisation and Communication</b> <b>(com)</b></p>	<p>Shows knowledge and understanding of the past in simple, different ways.</p>	<ul style="list-style-type: none"> <li>• Describes and writes about things which have happened in the past</li> <li>• Use labels and diagrams to tell others</li> </ul>	<p>Uses speaking and writing skills to present findings to others.</p> <ul style="list-style-type: none"> <li>• Decides on own labels and diagrams to share information with others</li> </ul>	<p>Uses a range of skills when presenting information and findings to others.</p> <ul style="list-style-type: none"> <li>• Uses their knowledge and understanding when communicating ideas about the past</li> </ul>	<p>Presents information in a structured and organised way using a range of skills.</p> <p>Selects information to share with others and presents it in a suitable format.</p>	<ul style="list-style-type: none"> <li>• Presents information in an organised and clearly structured way</li> </ul> <p>Selects information to share using a format of their own choice.</p> <ul style="list-style-type: none"> <li>• Provides reasoning for their choice of certain information</li> </ul>