

ST DAY AND CARHARRACK COMMUNITY SCHOOL - HISTORY – PROGRESSION MAP

THRESHOLD CONCEPTS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding of chronology	<ul style="list-style-type: none"> Know of some events that happened in the past – identify memories Be able to order a set of events based on when they happened Know the difference between past and present Be able to order dates from earliest to latest on a simple timeline using key known events as milestones e.g. birthday and Christmas Use accurate vocabulary to explain time ‘day, week, month, year’ 	<ul style="list-style-type: none"> Understand and use the words ‘past’ and ‘present’ when telling others about an event Extend vocabulary to use ‘earliest, latest, old, new, future, century, new, newest, oldest, modern, before, after – all to show the passing of time Be able to describe events that have happened to themselves and other people in the past and present their findings Understand how to put people, events and objects in order of when they happened (photos, artefacts) within their own life Notice and recount changes over time within memory 	<ul style="list-style-type: none"> Understand that a timeline can be organised into BC and AD and BCE/CE Be able to describe and order significant events within the time period studied and compare to the present day, using dates Use a timeline to place historical periods and events in chronological order and give reasons for their order Use dates and language associated with the passing of time 	<ul style="list-style-type: none"> Name and place significant events onto a timeline Order significant events onto a timeline showing understanding of BC and AD. Use vocabulary which denotes the period of time in history e.g. ancient civilisation. Describe the main changes over a period of time in history and know how they have evolved over time Apply mathematical skills to calculate time differences between significant events in history 	<ul style="list-style-type: none"> Sequence historical periods Identify changes within and across historical periods, using vocabulary related to specific periods of time e.g. the industrial revolution Place a current study on a timeline in relation to other studies Know and sequence key events of a time studied Make time connections between the current study and other studies Make time connections with British history Know and explain how significant dates and events have impacted on a period of time Make comparisons between different times in history 	<ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates accurately on a timeline Draw parallels and conclusions between time periods within British history and the wider worlds, explaining when they occurred – know that some historical events occurred concurrently in different location e.g. Ancient Egypt and Prehistoric Britain
Understanding of continuity and change over time – people, places and events.	<ul style="list-style-type: none"> Recall some facts about people, places or events within living memory Identify how a location has changed over time Know how a significant person from beyond living memory left a legacy Compare old and new 	<ul style="list-style-type: none"> Use information given to describe events and people beyond living memory Compare and contrast the differences within a locality over time Give examples of how their lives are different to the lives of others 	<ul style="list-style-type: none"> Use information given to describe key features of a time period Identify similarities and differences between time periods – how life was the same or different Identify what changes over time and the possible reasons for this e.g. advancements in farming techniques within the Stone Age 	<ul style="list-style-type: none"> Identify the reasons why people within periods of time had to evolve e.g. for survival Show knowledge and understanding by describing features of past societies and periods Begin to connect changes over a period of time in history have an impact in a different location e.g. the discovery of gold 	<ul style="list-style-type: none"> Identify and note connections and contrasts and trends over times in the everyday lives of people across the time periods studied Identify the key features of a given time periods Identify similarities and differences within groups with differing socioeconomic status Give reasons why change has occurred throughout a time period 	<ul style="list-style-type: none"> Research and formulate an opinion of what life would have been like, including the key features of a given time period Analyse trends between groups with differing socioeconomic status Create a structured account of a past event, from multiple perspectives (using a range of sources to inform that account) Know the attitudes and beliefs of people from that time Use evidence and statistics to identify how life has changed over time
Understanding of historical enquiry – using evidence	<ul style="list-style-type: none"> Start to distinguish between fact and fiction – use stories and accounts Begin to use a range of sources which help us find out more about the past – photos/pictures Notice how the past can be represented in different ways 	<ul style="list-style-type: none"> Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations Identify the ways in which the particular time period is represented – through which sources of evidence Use an evidence source to ask and answer why, who, how, what and where questions Being to discuss how helpful an evidence source is when developing our knowledge and understanding of a period in time 	<ul style="list-style-type: none"> Look at and compare two versions of the same event in history and identify similarities and differences. Observe a range of sources (primary and secondary) selecting the information they need to answer specific questions about that time period Explore the idea why there might be more than one version of the same historical event Recognise the role archaeologists and other professionals in history roles have had in us helping to understand more about the past 	<ul style="list-style-type: none"> Analyse and evaluate the usefulness and effectiveness of primary and secondary sources in helping us to collect evidence about the past Begin to evaluate the reliability of an evidence source Investigate different accounts of historical events and be able to explain some of the reasons why the accounts might be different Know that people in the past represent events or ideas in a way that persuades others 	<ul style="list-style-type: none"> Use a range of sources to offer some clear reasons for different interpretations of events, linking to factual understanding of the past Consider the different ways that interpretations of the past can be checked for accuracy Choose reliable sources of evidence to answer questions – checking reliability first, knowing that there won’t be a single answer to a question Know that people in the past could also have a point of view and that this can affect interpretation Pose a historical hypothesis using sources to reach a conclusion 	<ul style="list-style-type: none"> Know that evidence is used to make claims Choose the most suitable type of source to match a particular purpose Evaluate the usefulness and accuracy of different sources Understand the impact propaganda, bias, opinion and misinformation can have Know how evidence can be used to support or refute an argument
Understanding of cause and consequence	<ul style="list-style-type: none"> Know that our actions lead to consequences in everyday events Know that people of significance were able to make a change or have an impact 	<ul style="list-style-type: none"> Give reasons why a significant person in the past may have made decisions in order to bring about change Describe the change a significant person or event made Consider the impact a change in history has on our lives now 	<ul style="list-style-type: none"> Begin to suggest why certain events happened as they did in history and what the impact of that was Identify reasons for and results of peoples’ actions in the past 	<ul style="list-style-type: none"> Know that people’s way of life in the past was dictated by a variety of factors Explain how major events have impacted on our lives e.g. medicine, technology, religion 	<ul style="list-style-type: none"> Identify how history can impact on the decisions that are made in the present or the future i.e. government, war, monarchy, crime and punishment Consider mankind’s greatest follies within history 	<ul style="list-style-type: none"> Know how some changes impact both on subsequent periods of history and long term on today’s society with regards to decision making and how people live their lives now Understand the people will have different opinions on the impact of any changes made – positive and negative Suggest relationships between causes and impact of events in history

