



Barley and Barkway (VA) C of E First Schools Federation

Church End, Barley, SG8 8JW | 84 High Street, Barkway, SG8 8EF

Tel: 01763 848281 | 01763 848283

Email: admin@barleybarkway.herts.sch.uk

Website: www.barleybarkway.herts.sch.uk



History Progression Map

Year	Chronological Awareness	Knowledge and Understanding	Historical Contexts	Organise, Evaluate and Communicate Information
EYFS	See attached document			
1	Sequence some events or 2 related objects in order of time. Use words and phrases: old, new, now, then, yesterday. Remember parts of stories and memories about the past.	Tell the difference between past and present in their own lives and other people's lives. Listen to eye-witness accounts from parents and grandparents. Begin to suggest why something might be different.	Begin to identify and recount some details from the past from pictures and stories. Find answers to simple questions about the past by using source material. Discover about the past through role play/drama.	Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.
2	Put people, events or objects in order using a given scale. Use vocabulary and phrases related to topic and to do with time.	Use a range of sources to describe differences between then and now. Recount main events from a significant time in history. Use evidence to explain reasons why people in the past acted as they did. Begin to consider the impact individuals from the past have made on the present.	Look carefully at pictures, eyewitness accounts and objects to find information about the past. Ask questions about the source material. Say how features of the period influence how events are treated.	Write simple recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past. Create a timeline of a specific event.
3	Use timelines to place events in order. Understand timelines can be divided in BCE and CE. Consistently use words and phrases related to chronology.	Use evidence to describe homes and settlements, culture and ways of life, people's beliefs and attitudes and differences between rich and poor. Use evidence to find out how any of these may have changed during a time period. Suggest reasons for why there were differences between periods.	Use a range of source material including visits to collate information about the past. Identify the difference between fact and opinion. Look at artefacts and evidence of differences in time periods.	Present findings about past using speaking, writing, ICT and drawing skills. Uses dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes.

4	<p>Name and place dates of significant events on a timeline.</p> <p>Place certain topics on a timeline showing understanding of BCE and CE.</p> <p>Use words and phrases 'century', 'decade', 'ancient civilisations', 'period' as well as topic-related vocabulary.</p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs and attitudes of past cultures, including crime and punishment, giving reason for these differences.</p> <p>Describe how some of the past events affect life today.</p>	<p>Understand the difference between primary and secondary sources.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Study one theme throughout history (crime and punishment) and devise historically valid questions about change, cause, similarities and differences and significance.</p>	<p>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as 'monarchy', 'settlers', 'invaders' accurately.</p>
---	--	---	--	---

