



**Wath Central Primary School**



**Progression Map – Based on Chris Quigley Essentials**

Subject Area: History

	<b>Milestone 1</b>  <b>By the end of Key Stage 1 (Years 1 and 2), children will have been taught how to:</b>	<b>Milestone 2</b>  <b>By the end of Lower Key Stage 2 (Years 3 and 4), children will have been taught how to:</b>	<b>Milestone 3</b>  <b>By the end of Key Stage 2 (Years 5 and 6), children will have been taught how to:</b>
<b>To investigate and interpret the past</b> Key Subject Specific Vocabulary	Object, artefact, picture, photograph, document, like / unlike, explain, source, familiar, old, new,	Archaeologists, excavate, first hand evidence, second hand evidence, historical information, point of view, compare / contrast, demonstrate, prove, suggest, consequence, cause and effect.	Hypothesis, viewpoint, propaganda, interpretation, trend, analyse, justify, intention, reliability.
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<b>To build an overview of world history</b>	Famous, celebrate, explorer, execution, traitor, treason	Wealthy, poor, religious differences, Ancient civilisations, aristocracy, conquest, democracy,	Christian values, role of Britain, civilisations, continuity, diversity, revolt, republic.

Key Subject Specific Vocabulary		Empire, immigrant, invasion, migration, nation, rebellion	
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>To understand chronology</b> Key Subject Specific Vocabulary	Today, yesterday, time, last here, now, then, before, after, next, soon, in the past/present/future, ancient, timeline, calendar, decade, modern, date order, generation, century, long ago, chronological order.	B.C.E. (Before the Common Era) A.D. (Anno Domini) C.E. (Common Era) impact, change, millennium, ancient, chronology, prehistory.	Era / period, extent of change, extent of continuity, advancements.
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>

<p><b>To communicate historically</b> Key Subject Specific Vocabulary</p>	<p>Recently, when my parents/carers were children, years, decades and centuries, a long time ago, civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Dates, time period, era, change, chronology.</p>	<p>Continuity, century, decade, legacy.</p>
<p><b>To communicate historically</b></p>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas</li> </ul>

## Supporting History for those below Milestone 1

<p><b>P4</b></p> <ul style="list-style-type: none"> <li>• Recognise self and other people in pictures of the recent past.</li> <li>• Link the passage of time with a variety of indicators.</li> <li>• Use single words, signs or symbols to confirm the function of everyday items from the past.</li> </ul>	<p><b>P5</b></p> <ul style="list-style-type: none"> <li>• Show appreciation of taking part in past events.</li> <li>• Listen and respond to familiar stories about the past.</li> <li>• Begin to communicate about activities and events in the past.</li> <li>• With prompts or support, answer simple questions about historical artefacts and buildings.</li> </ul>	<p><b>P6</b></p> <ul style="list-style-type: none"> <li>• Recognise and make comments about familiar people in pictures of the more distant past.</li> <li>• Communicate some obvious distinctions between past and present experiences.</li> </ul>	<p><b>P7</b></p> <ul style="list-style-type: none"> <li>• Begin to communicate some distinctions between the past and present in other people's lives as well as their own.</li> <li>• Listen to stories about people and events in the past.</li> <li>• Sort objects to given criteria.</li> </ul>	<p><b>P8</b></p> <ul style="list-style-type: none"> <li>• Indicate if personal events and objects belong in the past or present.</li> <li>• Begin to use some common words, signs or symbols to indicate the passage of time.</li> <li>• Recount episodes from own past and some details from other historical events with prompts.</li> <li>• Answer simple questions about historical stories and artefacts.</li> </ul>	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• Talk about past and present events in their own life and of family members.</li> <li>• Use everyday language related to time.</li> </ul>
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