

Springdale First School



Imagine, Believe, Achieve

Historical Process Knowledge Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4
CHRONOLOGY	<p>Sequence some events or 2 related objects in order.</p> <p>Use simple chronological words and phrases such as old, new, days, years, today, yesterday</p>	<p>Sequence some events or 2 related objects in order.</p> <p>Use simple chronological words and phrases: old, new, young, days, months, years, before and after, a long time ago</p> <p>Recall parts of stories and memories about the past. Begin to use dates.</p>	<p>Puts 3 people, events or objects in order using a given scale.</p> <p>Use words and phrases relating to passing of time such as recently, before, after, now, later, past, present.</p> <p>Tell others about an event and use past and present tense appropriately. Refer to some key dates.</p>	<p>Use timelines to place events in order.</p> <p>Understand how timelines can be divided into BC and AD.</p> <p>Use words and phrases related to periods of time: BC, AD, century, decade, millennium</p>	<p>Put events, people, places and artefacts on a timeline.</p> <p>Name and place dates of significant events from the past on a timeline.</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Use correct terminology to describe events in the past.</p> <p>Develop increasingly secure chronological knowledge and understanding of, local, British and world history.</p>
INTERPRETING EVIDENCE	<p>Use sources of evidence to begin to identify and recount some details about their past.</p> <p>Use sources of evidence to identify similarities and differences between their own lives and events or people they know.</p>	<p>Finds answers to simple questions about the past from sources of evidence (eg. pictures, stories, artefacts)</p> <p>Begin to suggest where you might find useful information that will answer questions.</p> <p>Use sources of evidence to begin to identify and recount some details about the past.</p> <p>Use sources of evidence to identify similarities and differences between their</p>	<p>Know that a source is where they find the information from.</p> <p>Look carefully at sources of evidence such as pictures, eye-witness accounts, photos, artefacts, historic buildings and visits or objects to find information about the past.</p> <p>Use evidence to identify the key features of events</p>	<p>Develop a growing awareness of different historical sources of evidence.</p> <p>Use printed sources such as the internet, printed material, music, pictures, eye-witness accounts, photos, artefacts, historic buildings and visits, to collect information about the past.</p> <p>Begin to evaluate the reliability of sources.</p> <p>Look at 2 versions of the same event and identify</p>	<p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits, to collect information about the past.</p> <p>Evaluates the usefulness and accuracy of different sources of evidence.</p> <p>Use evidence to draw conclusions, explaining what you have found out and why you believe it to be true.</p>

		own lives and events or people they study.	or characteristics of people. Use evidence to explain why people in the past did things as they did. Use evidence to identify causes, similarities and differences. Identify where and how information about the same aspect of enquiry is represented in different ways across different sources of evidence.	differences in the accounts. Begin to draw conclusions, using the evidence, about the cause(s) of the aspect of study.	
CAUSE and CONSEQUENCE	Recall why events happened in their life.	Recall why events happened. Recall why people did what they did.	Recognise why people did things. Recognise why some events happened. Recognise what happened as a result of people's actions or events.	Answer questions about cause. Identify cause in their area of enquiry. Begin to draw conclusions about the cause(s) of historical events, actions or situations.	Ask and answer questions about cause. Identify and give reasons for/causes of historical events, actions situations and changes. Identify some of the results of historical events, situations and changes.
CHANGE and CONTINUITY	Recall how myself and things in my life have changed over time.	Recall how things change over time	Discuss change and continuity in an aspect of life	Answer questions about change. Identify examples of change in their area of enquiry. Describe the duration of any change. Consider how people experienced, accepted, shaped or resisted change. Consider the speed/rate of change.	Ask and answer questions about change. Identify the types of change, Identify and give reasons for change in historical events, actions or situations. Identify some of the results of historical changes. Describe and begin to make links between main events, situations and changes within and across different periods and societies. Consider the level of change and its significance.

SIMILARITY and DIFFERENCE	Identify similarities and differences between their own lives and events or people they know	Identify similarities and differences between their own lives and events or people they study	Identify similarities and differences between ways of life in different periods, including their own lives	Ask and answer questions about similarities/differences within periods studied.	Ask and answer questions about similarities/differences across different periods and events. Describe some of the similarities and differences between different periods.
SIGNIFICANCE (PEOPLE, PLACES, EVENTS)	Name a significant event to them in their past.	Recognise and make simple observations about who was important in an historical event.	Ask questions about significance. Begin to Identify and describe historically significant People, events and situations.	Ask and answer questions about significance. Identify and describe historically significant People, events and situations.	Ask and answer questions about the past, considering the significance of people and events. Identify and describe historically significant people, events and situations and reasons why they are significant.
VOCABULARY	today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who?, What? Materials, remember	year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1600s, inventions, monarch, homes, houses, settlement, photograph, artefact, opinion, Stuarts, Great Fire of London, Magna Carta, commonwealth, tyrant, parliament, significant, invention	chronological order, era, period, explorers, pirates, smugglers, navigator, research, investigate, evidence, illegal, trade	B.C (Before Christ), B.C.E (Before Common Era), C.E (Common Era), A.D (Anno Domini), millennium, thousand of years, neolithic, Mesolithic, neolithic, hunter-gatherer, invasion, sources, archaeologist, archaeology, importance, change, continuity, empire, poverty, wealthy, civilisation	cause, consequence, migration, Roman,