

## Mapping Progression across History at Richard Coates CE Primary School

|                                                                                              | Early Years                                                                                                                                                                                                                                                                                                                          | Key Stage 1                                                                                                                                                                                                                      | Key Stage 2                                                                                                                                                                                                                                             |
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| 1.<br>Chronological knowledge / understanding (including characteristic features of periods) | Use everyday language related to time<br>Order and sequence familiar events<br>Describe main story settings, events and principal characters.<br>Talk about past and present events in their own lives and in the lives of family members.                                                                                           | Develop an awareness of the past<br>Use common words and phrases relating to the passing of time<br>Know where all people/events studied fit into a chronological framework<br>Identify similarities/differences between periods | Continue to develop chronologically secure knowledge of history<br>Establish clear narratives within and across periods studied<br>Note connections, contrasts and trends over time                                                                     |
| 2. Historical terms eg empire, peasant                                                       | Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.                                                                                                                                                                                                                                     | Use a wide vocabulary of everyday historical terms                                                                                                                                                                               | Develop the appropriate use of historical terms                                                                                                                                                                                                         |
| 3. Historical enquiry - Using evidence / Communicating ideas                                 | Be curious about people and show interest in stories<br>Answer 'how' and 'why' questions ... in response to stories or events.<br>Explain own knowledge and understanding, and asks appropriate questions.<br>Know that information can be retrieved from books and computers<br>Record, using marks they can interpret and explain. | Ask and answer questions<br>Understand some ways we find out about the past<br>Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)                                             | Regularly address and sometimes devise historically valid questions<br>Understand how knowledge of the past is constructed from a range of sources<br>Construct informed responses by ...<br>· Selecting and organising relevant historical information |

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| 4.<br>Interpretations of history                                        |                                                                                                                                | Identify different ways in which the past is represented                                   | Understand that different versions of the past may exist, giving some reasons for this                             |
| 5a.<br>Continuity and change<br>in and between periods                  | Look closely at similarities, differences, patterns and change<br>Develop understanding of growth, decay and changes over time | Identify similarities / differences between ways of life at different times                | Describe / make links between main events,<br>situations and changes within and across different periods/societies |
| 5b.<br>Cause and consequence                                            | Question why things happen and give explanations                                                                               | Recognise why people did things, why events happened and what happened as a result         | Identify and give reasons for, results of, historical events, situations, changes                                  |
| 5c.<br>Similarity / Difference<br>within a period/situation (diversity) | Know about similarities and differences between themselves and others, and among families, communities and traditions          | Make simple observations about different types of people, events, beliefs within a society | Describe social, cultural, religious and ethnic diversity in Britain & the wider world                             |
| 5d.<br>Significance of events / people                                  | Recognise and describe special times or events for family or friends                                                           | Talk about who was important eg in a simple historical account                             | Identify historically significant people and events in situations                                                  |