



Meltham Moor Primary School
History Progression Map

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World						
Theme	Me and My World	Colour, Light and Celebrations	Dream Big	Explore the Wider World	How Does Your Garden Grow	Are We Nearly There Yet?
NURSERY	<ul style="list-style-type: none"> · Know who is in their family and be able to say how their close family are related (i.e. who is their sister, brother.) · Talk about things that have happened in their lives so far, such as birthdays and holidays. · Recognise that they have changed since they were babies. Know how they have changed and talk about how they have different needs. 					
RECEPTION	<ul style="list-style-type: none"> · Talk about how they have grown and changed comparing 	<ul style="list-style-type: none"> · Talk about a person who was famous in the past (Matisse) 	<ul style="list-style-type: none"> · Talk about how the outside area has changed since we started Reception. 	<ul style="list-style-type: none"> · Be able to describe some art work created by stone age humans. 	<ul style="list-style-type: none"> · Describe how the local environment is changing 	<ul style="list-style-type: none"> · Identify the differences between how people travelled now and in the past.



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History Progression Map

	<ul style="list-style-type: none"> with when they were a baby and now. Talk about how the local environment is changing 	<ul style="list-style-type: none"> To talk about how the things they have for Christmas have changed since they were babies. Talk about changes to their families since last Christmas e.g. siblings 	<ul style="list-style-type: none"> Understand how jobs in Meltham have changed. Explain some jobs that used to happen in Meltham and some now. (David Brown's / farming) To know some famous Polar Explorers from the past To understand how they have changed from how they were in the past e.g. what toys they play with. 	<ul style="list-style-type: none"> Be able to comment on pictures of local places in the past and now and describe what they notice. 	<ul style="list-style-type: none"> Revisit the village and look at what might have changed since our last visit. 	<ul style="list-style-type: none"> Name some journeys we can do now that we couldn't do in the past. Identify some vehicles that are historic Be able to talk about the Moon landings.
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KS1 & 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BCE/CE 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line



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<p>Knowledge- Events, people, change</p>	<ul style="list-style-type: none">- Recognise the difference between past and present in their own and others' lives- They know and recount episodes from stories about the past- Find out about the lives of significant individuals in the past who have made a contribution to national achievements.- Compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria)Learn about events beyond living memory that are significant nationally or globally [Great Fire of London)	<ul style="list-style-type: none">- Recognise why people did things, why events happened and what happened as a result- Identify differences between ways of life at different times- Learn about the lives of significant individuals in the past who have made a significant contribution to national and international achievements. Make comparisons between these achievements in different time periods eg. Christopher Columbus and Neil Armstrong- Understand changes within living memory and how these reveal aspects of change in national life (eg Seaside holidays)significant historical events, people and places in our locality.	<ul style="list-style-type: none">- Find out about every day lives of people in time studied- Compare with our life today- Identify reasons for and results of people's actions- Understand why people may have wanted to do something	<ul style="list-style-type: none">- Use evidence to reconstruct life in time studied- Identify key features and events of time studied- Look for links and effects in time studied- Offer a reasonable explanation for some events	<ul style="list-style-type: none">- Study different aspects of different people - differences between men and women- Examine causes and results of great events and the impact on people- Compare life in early and late 'times' studied- Compare an aspect of life with the same aspect in another period	<ul style="list-style-type: none">- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings- Compare beliefs and behaviour with another time studied- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation- Know key dates, characters and events of time studied
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<p>Interpretation</p>	<ul style="list-style-type: none"> - Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> - Compare 2 versions of a past event - Compare pictures or photographs of people or events in the past - Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> - Identify and give reasons for different ways in which the past is represented - Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> - Look at the evidence available - Begin to evaluate the usefulness of different sources - Use text books and historical knowledge 	<ul style="list-style-type: none"> - Study different aspects of different people - differences between men and women - Examine causes and results of great events and the impact on people - Compare life in early and late 'times' studied - Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> - Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Confidently use the library and internet for research
<p>Enquiry</p>	<ul style="list-style-type: none"> - Find answers to simple questions about the past from sources of information e.g. artefacts. 	<ul style="list-style-type: none"> - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> - Use a range of sources to find out about a period - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research 	<ul style="list-style-type: none"> - Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use the library and internet for research 	<ul style="list-style-type: none"> - Begin to identify primary and secondary sources - Use evidence to build up a picture of a past event - Select relevant sections of information - Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> - Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources



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History Progression Map

						together in a fluent account
Communication	Communicate their knowledge through: <ul style="list-style-type: none">- Discussion....- Drawing pictures...- Drama/role play..- Making models.....- Writing..- Using ICT...		- Select and organise historical information Communicate their knowledge and understanding.			Select and organise information to produce structured work, making appropriate use of dates and terms.