



Progression Map – History – 2024/2025

History Concept	EYFS	Year 1	Year 2	Year 3	Year 4
Chronology <i>(What order did it happen in?)</i>	To sequence pictures to show time order (e.g. baby, toddler, child). To recount information about themselves. To use a family tree to sequence and discuss family members.	To sequence pictures, objects, people or events in chronological order and begin to give reasons. To recount stories and changes in their own lives. To use a timeline to introduce 'now/present' and understand that 'past' are events that have already happened.	To sequence people, artefacts or events, some closer in time, in chronological order and give reasons. To use a timeline to show decades, living memory (last 100 years) and beyond living memory (beyond last 100 years).	To sequence artefacts or events, some within the same time period, in chronological order and begin to use dates or terms related to the time period being studied to give reasons. To use a timeline to begin to understand BC/AD, prehistory, periods of time, dates. To place the time being studied on a timeline and begin to understand where it fits within the overall history narrative.	To sequence artefacts or events within the same time period in chronological order and use dates or terms related to the time period being studied to give reasons. To use a timeline to develop understanding of BC/AD, prehistory, periods of time, dates, as well as begin to understand duration and century. To place the time being studied on a timeline and understand where it fits within the overall history narrative. To begin to use a timeline within a specific period.

Continuity and Change <i>(What's the same? What's different?)</i>	To use pictures, stories, artefacts or accounts from the past to discuss similarities and differences. To recognise how experiences are familiar to them and how they differ from the past.	To begin to identify similarities and differences over time, both in their own lives and the past, and make comparisons by explaining what has changed or stayed the same. To understand there are reasons for changes and begin to explain reasons for changes.	To identify similarities and differences between ways of life at different times and make comparisons by explaining what has changed or stayed the same. To explain reasons for why things have changed or stayed the same within or between time periods.	To begin to identify similarities and differences within/between different periods of history and make comparisons. To begin to describe the changes and continuity (including within society, culture or religion) between different periods of history. To begin to compare Britain and the wider world to identify connections, contrasts and trends.	To identify similarities and differences within/between different periods of history and make comparisons. To describe the changes and continuity (including within society, culture or religion) between different periods of history. To compare Britain and the wider world to identify connections, contrasts and trends.
Cause and Consequence <i>(What happened? Why? What happened next?)</i>	To discuss why events have happened.	To discuss people and events from the past, identifying why things happened and begin to explain what happened as a result.	To discuss people and events from the past, explaining why something happened and what happened after as a result.	To discuss people and events from the past, and begin to analyse the reasons why something happened, its consequences and the impact it has had on us today.	To discuss people and events from the past, analysing the reasons why something happened, its consequences and the impact it has had on us today.
Using sources of evidence	To use photos and objects from their 'special box' to discuss their childhood and allow others to ask questions that they answer.	To use a range of sources (e.g. artefacts, stories, photos or trips) to inspire pupils' curiosity about the past so they can ask and answer simple historical questions.	To use a range of sources (e.g. artefacts, internet, photos or trips) to inspire pupils' curiosity about the past so they can ask and answer historical questions.	To begin to use a range of sources to inspire pupils' curiosity about the past so they can ask and answer deeper historical questions and begin to build up a bigger picture of a past event.	To use a range of sources to inspire pupils' curiosity about the past so they can ask and answer deeper historical questions to build up a bigger picture of a past event.

	To discuss fiction (stories) and non-fiction (facts) books and understand the difference.	To understand some of the ways we can find out about the past (e.g. using artefacts, artwork, diaries) and make simple observations about a source or artefact.	To understand some of the ways we can find out about the past and that there are two different types of evidence (e.g. then/from the time and recently/now) and choose/select sources, beginning to explain how they can be used to find out about the past.	To begin to understand what primary and secondary sources are, to choose their own sources and explain their choices.	To develop their understanding of what primary and secondary sources are and choose own sources to gather more detail/information, explaining their choices.
Historical Significance <i>(Why is this important?)</i>	To know what is significant to them using their 'special box' To talk about familiar experiences and say why they are important.	To describe significant events in their own lives, within living memory and beyond living memory. To describe significant people from the past and begin to explain why they were significant.	To describe significant events beyond living memory in more detail. To describe significant people from the past and explain why they were significant.	To describe significant events in history and begin to compare them to different time periods where appropriate. To describe significant people in history and begin to explain how they have influenced life today.	To describe significant events in history, comparing them to different time periods where appropriate, and explain how they have influenced life today. To describe significant people in history and explain how they have influenced life today.
Historical Perspectives <i>(Why do they think that?)</i>	To understand that people can have different thoughts, feelings and motives.	To begin to explain my own thoughts using sources of evidence to justify my answer.	To explain and develop my own thoughts using sources of evidence to justify my answer.	To develop their own judgement by looking at more than one version of the same event/historical account, identifying the differences and beginning to explain why they might differ.	To develop their own judgement by looking at multiple versions of the same event/historical account, identifying the differences and impact, explaining why they might differ.