



Chalton Lower School - History Progression Map



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
CHRONOLOGY	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Sequence events or objects in chronological order.</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events.</p> <p>Sequence photos etc. from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time studied on a time line.</p> <p>Sequence events or artefacts.</p> <p>Use dates related to the passing of time.</p>	<p>Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms.</p>

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RANGE AND DEPTH OF HISTORICAL KNOWLEDGE	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Look closely at similarities, differences, patterns and change.</p>	<p>Begin to describe similarities and differences in artefacts.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>Find out about people and events in other times.</p> <p>Collections of artefacts – Confidently describe similarities and differences.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Study change through the lives of significant individuals.</p>

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
INTERPRETATION OF HISTORY	Comment on images of familiar situations in the past.	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).	Compare pictures or photographs of people or events in the past. Identify different ways to represent the past.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness.	Begin to evaluate the usefulness of different sources. Use of text books and historical Knowledge.

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HISTORICAL ENQUIRY	Make comments about what they have heard and ask questions to clarify their understanding.	Sort artefacts “then” and “now”. Use as wide a range of sources as possible. Speaking and listening. Ask and answer questions related to different sources and objects.	Use a source – why, what, who, how, where to ask questions and find answers. Sequence a collection of artefacts. Use of time lines discuss the effectiveness of sources.	Use a range of sources to find out about a period. Begin to use the library, e-learning for research ask and answer questions.	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, e-learning for research.