



The Henham History Journey.

Progression map.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Chronological Understanding	Talk about past and present events in their own lives and in the lives of family members	Sequence events in their life	Sequence events closer together in time	Place the time studied on a timeline	Place events from period of studied on timeline	Know and sequence key events of time studied	Place current study on timeline in relation to other studies	
		Sequence 3 or 4 artefacts from distinctly different periods of time.	Sequence photographs etc from different periods of their life	Use dates and terms related to the study unit and passing of time	Use terms related to the period and begin to date events	Use relevant terms and period labels	Use relevant dates and terms	
		Match objects to people of different ages	Describe memories of key events in lives	Sequence several events or artefacts	Understand more complex terms. e.g. BC / AD	Make comparisons between different times in the past	Sequence up to 10 events on a timeline	
Historical Enquiry		Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source - observe or handle sources to answer questions about the past based on simple observations	Use a range of sources to find out about a period	Use evidence to build up a picture of a past event	Begin to identify primary and secondary sources	Recognise primary and secondary sources	
				Observe small details - artefacts, pictures	Choose relevant material to present a picture of one aspect of life in time past		Use evidence to build up a picture of a past event	Use a range of sources to find out about an aspect of time past
				Select and record information relevant to the study	Ask a variety of questions		Select relevant sections of information	Suggest omissions and the means of finding out
				Begin to use the library and internet for research	Use the library and internet for research		Use the library and internet for research with increasing confidence	Bring knowledge gathered from several sources together to form contrasting arguments
Historical Interpretations		Use stories to encourage children to distinguish between fact and fiction Compare adults talking about their past - how reliable are their memories?	Compare 2 versions of a past event	Identify and give reasons for different ways in which the past is represented	Look at the evidence available	Compare accounts of events from different sources - fact or fiction	Link sources and work out how conclusions were arrived at	
			Compare pictures or photographs of people or events in the past	Distinguish between different sources - compare different versions of the same story	Begin to evaluate the usefulness of different sources		Offer some reasons for different versions of events	Consider ways of checking the accuracy of interpretations - fact or fiction and opinion
			Discuss reliability of photos / accounts / stories	Look at representations of the period - museum, cartoons etc	Use textbooks and historical knowledge			Be aware that different evidence will lead to different conclusions
Organisation and Communication	Talk about past and present events in their own lives and in the lives of family members	Communicate their knowledge through: discussion, drawing pictures, drama/ role play, making models, writing, using ICT.	Communicate their knowledge through: discussion, drawing pictures, drama/ role play, making models, writing, using ICT	Communicate their knowledge through: discussion, drawing pictures, drama/ role play, making models, writing, using ICT	Communicate their knowledge through: discussion, drawing pictures, drama/ role play, making models, writing, using ICT	Communicate their knowledge through: discussion, drawing pictures, drama/ role play, making models, writing, using ICT	Select and organise information to produce structured work, making appropriate use of dates and terms	
					Recall, select and organise historical information.			

Understanding of events, people and changes	Talk about past and present events in their own lives and in the lives of family members	They know and recount episodes from stories about the past	Identify similarities and differences between ways of life at different times	Compare with our life today	Identify key features and significant events of time studied	Examine causes and results of significant events and the impact on people	Compare beliefs and behaviour with another time studied
				Identify reasons for and results of people's actions	Look for links and effects in time studied	Compare life in early and late 'times' studied	Understand continuity and change
				Understand why people may have wanted to do something.	Offer a reasonable explanation for some events	Compare an aspect of life with the same aspect in another period	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.