

Primary Progression Map for Second Order Concepts of History: Cause and Consequence

Key Questions: Why did that happen? What was the result of that happening?

	EYFS	KS1	Y3/4	Y5/6
Cause and Consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations • Begin to identify what made something happen 	<ul style="list-style-type: none"> • Begin to recognise that significant events happened because of a cause • Begin to understand that aspects of life changed following an event 	<ul style="list-style-type: none"> • Identify reasons for and results of people's actions understand why people may have had to do something • Look for links and effects in time studied offer a reasonable explanation for some events • Address and devise historical questions about cause • Comment on the importance of cause and effects for some key events. 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied • Short and long term causes of events identified and explained
Possible Questions	<ul style="list-style-type: none"> • What happened? Why? 	<ul style="list-style-type: none"> • Why people did things • Why did an event happen? • What happened as a result? 	<ul style="list-style-type: none"> • Why did it happen? • What was the result? • Who was affected? • What was the impact of the event on others? 	<ul style="list-style-type: none"> • Why was it important? • How do key events link? • What influenced these events? •

Primary Progression Map for Second Order Concepts of History: Chronological Understanding

Key Questions: When did it happen? How long did it take? Which period of history did this come after? Which period(s) of history came before?

	EYFS	KS1	Y3/4	Y5/6
Chronological Understanding	<p>To place events (pictures or text) in order.</p> <p>To place numbers in order</p> <p>To use words that indicate past</p> <p>To identify how they have changed</p> <p>To identify things that are from the past/old</p> <p>Start to use words and phrases such as before, after, past, present, then and now.</p> <p>To comment on images of familiar situations in the past.</p>	<p>Use words and phrases relevant to the past; old, new, a long time ago.</p> <p>Recognise that some objects belong in the past.</p> <p>Begin to understand where people and events fit on a timeline.</p> <p>Recount changes within living memory.</p> <p>Use words and phrases such as before, after, past, present, then and now.</p> <p>Understand where people and events fit within a chronological timeline.</p> <p>Sequence photographs and objects on a timeline.</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Use words and phrases related to a specific period.</p> <p>Understand more complex terms eg BC/AD.</p> <p>Put events, places and people on a timeline (matching dates)</p> <p>Use mathematical knowledge to work out how long ago events took place.</p> <p>Identify some main events from a period of history (add some relevant detail about them) and order them</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates.</p> <p>Order a greater number of significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history and place them in the correct order.</p> <p>Summarise the main events from a period of history, explaining the order of events and what happened.</p>
Possible Questions	<p>What came before/after?</p> <p>How have you changed?</p>	<p>When did it happen?</p> <p>How long did it take?</p> <p>How do we know?</p> <p>How can we tell an object is from the past?</p>	<p>How would you describe a period?</p> <p>What do we know about this time?</p> <p>What does AC/BC mean?</p>	<p>How long ago did this event take place?</p> <p>How was life different/same then?</p> <p>What the sequence of key events during this period?</p>

Primary Progression Map for Second Order Concepts of History: Historical Interpretations and Historical Evidence

Key Questions: What is the evidence? How do people know this? What can this source tell me? Can I trust this source?

What did this person think? Why did this person think like that? Why does that person see it differently?

	EYFS	KS1	Y3/4	Y5/6
Historical Interpretations	<p>Understand people have had different experiences</p> <p>Understand people have different things.</p> <p>Understand people might like different things.</p>	<p>Identify different ways in which the past is represented.</p> <p>Identify that two people could explain something differently or retell a story in a different way.</p>	<p>Understand that different versions of the past may exist.</p> <p>Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.</p>	<p>Understand that different versions of the past may exist and give reasons why.</p> <p>Compare accounts of events from different sources.</p> <p>Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.</p> <p>Make connections between different sources of evidence and identify the different interpretations.</p> <p>Understand the importance of checking the accuracy of interpretations/evidence</p>
Historical Evidence	<p>Sort some objects into new and old</p>	<p>begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects)</p> <p>describe similarities and differences between artefacts</p> <p>sort some objects/artefacts between then and now</p> <p>look at pictures and photos to identify things from the past</p>	<p>Identify different sources that have given them information about the period they are studying.</p> <p>Identify if a piece of evidence is first-hand or someone's view.</p> <p>Identify details in pictures and artefacts.</p> <p>Use evidence from a source to answer a question or support and answer</p>	<p>Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making</p> <p>Select relevant sections of historical information to answer a question/enquiry</p>

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Primary Progression Map for Second Order Concepts of History: Historical Significance

Key Questions: What changed as a result of this? Why was this person important/significant? Why was this event important/significant?

	EYFS	KS1	Y3/4	Y5/6
Historical Significance	<p>Recognise and describe a special object.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people that are familiar to them.</p>	<p>Talk about who or what was important (eg in simple historical account).</p> <p>Talk about why they (who or what) were important and what changed/happened.</p>	<p>Identify historically significant people and events from a period of history and what they did/happened.</p> <p>Begin to identify why what they did (or what happened) was important and how it changed things for people.</p>	<p>Identify historically significant people and events from a period of history. Explain why they were significant.</p> <p>Describe and explain why what they did (or what happened) was important and how it changed things for people.</p>
Possible Questions	<p>Tell me why that is special?</p> <p>Tell me what happened.</p>	<p>Who was an important person?</p> <p>What did this person do?</p> <p>What important thing happened?</p> <p>What changed after this?</p>	<p>Why was this person important?</p> <p>What did this person do that was important?</p> <p>What important thing happened and what changed as a result?</p>	<p>Why was this person important?</p> <p>Explain what this person did that was important?</p> <p>What impact did this person have on events or people?</p> <p>What impact did this event (or period of history) have on events or people?</p> <p>How did life change following this?</p>

Primary Progression Map for Second Order Concepts of History: Similarities and differences for different people within a time period

Key Questions: Was it the same for everyone? Who was it different for? Was it the same everywhere?

	EYFS	KS1	Y3/4	Y5/6
Similarities and differences	<p>Know about similarities and differences between:</p> <ul style="list-style-type: none"> • themselves and others • families • communities • traditions <p>Compare and contrast characters from stories including figures from the past.</p>	<p>Start to understand life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female <p>Start to understand that this may have been different in different places at the same time</p>	<p>Identify (by including some examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female • different cultures and races • different religions <p>Identify that this may have been different in different places at the same time</p>	<p>Explain (and give examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female • different cultures and races • different religions <p>Explain (and give examples) that this may have been different in different places at the same time.</p> <p>Attempt to explain reasons for these differences or explain the reasons other give.</p>
Possible Questions	<p>What is the same? What is different?</p>	<p>Was this the same for everyone? How would life of a ##### person have been different? Who would this have been different for?</p>	<p>Can you give an example of how ##### was different for someone who was ###? Was this the same everywhere? Where was it different? How was it different?</p>	<p>Which groups was this different for? Can you give an example? Why was there this difference? Why do people believe there was this difference? Was this the same everywhere? Can you give an example to support your answer?</p>

Primary Progression Map for Second Order Concepts of History: Continuity and Change Between Periods and Within them

Key Questions: What key things changed in this period of history? Is this the same as it was in a different period of history? Is this different to how it was in a different period of history?

	EYFS	KS1	Y3/4	Y5/6
Continuity and change between periods and within them	<p>Can talk about:</p> <ul style="list-style-type: none"> Changes that have happened to themselves 	<p>Can begin to identify</p> <ul style="list-style-type: none"> old and new things in a picture. what was different and what was the same when their parents and grandparents were children 	<p>Can identify between and within periods:</p> <ul style="list-style-type: none"> Things that stayed the same Things that changed <p>Make links between events over time.</p> <p>Begin to note the similarities and differences:</p> <ul style="list-style-type: none"> within current period of history being studied when current period of history being studied is compared to previous periods that have been studied 	<p>Can identify and explain within and between periods of history</p> <ul style="list-style-type: none"> key changes similarities why certain changes were important any subtle differences between similarities how changes may have been different in different places during the same period of history
Possible Questions	<ul style="list-style-type: none"> What has stayed the same? What is different? 	<p>What has stayed the same? Why?</p> <p>What has changed? Give an example (tell me how)?</p> <p>Is it still like that today?</p>	<p>What has stayed the same (comparing past periods)? Why?</p> <p>What has changed? Why and how?</p> <p>What other period of history is that the same as?</p> <p>What other period of history is that different to?</p> <p>Is it still like that today? Why?</p>	<p>What has stayed the same (comparing past periods)? Why?</p> <p>What has changed? Why and how?</p> <p>Which changes were most significant? Why?</p> <p>Did it change like this everywhere or for everyone?</p>