

## Appletree Gardens History Progression Map

### EYFS Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Skills	Year 1	Year 2	Year 3	Year 4
Chronological understanding	<ul style="list-style-type: none"> <li>Sequence events in their lives</li> <li>Sequence 3/4 artefacts from different periods of time</li> <li>Match objects to people of different ages</li> <li>Place events on simple timeline</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time</li> <li>Sequence photographs from different periods of their life</li> <li>Place events on a simple timeline</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a timeline. Compare where this fits into topics previously studied</li> <li>Use dates and terms related to the unit and passing of time. Sequence events or artefacts.</li> <li>Begin to develop chronologically secure knowledge and understanding of British, local history-establish clear narratives within and across the periods studied</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a timeline.</li> <li>Use terms related to the period and begin to date events</li> <li>Begin to develop chronologically secure knowledge and understanding of British, local history-establish clear narratives within and across the periods studied</li> <li>Understand more complex terms –BC/AD</li> </ul>

Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own lives and others</li> <li>• Know and understand key events from stories</li> <li>• Talk about simple similarities and differences between life at different times</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Know and understand key events from stories</li> <li>• Talk about simple similarities and differences between life at different times</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied</li> <li>• Compare with our life today</li> <li>• Identify reasons for and results of peoples actions</li> <li>• Understand why people may of waned to do something</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in the time studied</li> <li>• Look for links and effects in the time studied</li> <li>• Offer a reasonable explanation for some events</li> </ul>
Interpretations of History	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction and help them to remember key historical facts.</li> <li>• Discuss ways the past is represented...artefacts, photos, paintings</li> <li>• Compare adults talking about their past- how reliable?</li> </ul>	<ul style="list-style-type: none"> <li>• Compare versions of a past event</li> <li>• Compare pictures/photographs of people or events from the past</li> <li>• Identify ways that the past is represented and discuss reliability of evidence – photos, paintings, stories..</li> <li>• Use stories to encourage children to distinguish between fact and fiction and help them to remember key historical facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and gives reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources-compare versions of the same story</li> <li>• Look at representations of the period-museums, cartoons</li> </ul>	<ul style="list-style-type: none"> <li>• Look at and evaluate the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Note connections in historical periods studied</li> <li>• Use text books and own growing historical knowledge perspective</li> </ul>

History enquiry	<ul style="list-style-type: none"> <li>• Ask simple historical questions</li> <li>• Find answers to simple questions using artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Handle sources and evidence to ask and answer questions about the past on the basis of simple observations</li> <li>• Ask simple historical questions using their growing historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details –artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask and answer a variety of questions</li> <li>• Use the library/internet for own personal research</li> <li>• Answer and begin to devise own historically valid questions</li> </ul>
Organisation and communication	<ul style="list-style-type: none"> <li>• Use simple terms to talk about the passing of time</li> <li>• Communicate their knowledge through discussion-drawing, drama, writing</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through discussion, drawing, drama, writing, ICT</li> <li>• Use simple terms to talk about the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through discussion, drawing, drama, writing, ICT</li> <li>• Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through discussion, drawing, drama, writing, ICT</li> <li>• Construct own responses beginning to select and organise relevant historical information</li> <li>• Use historically accurate terms to talk about the passing of time –BC/AD/CENTURY</li> </ul>

