



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>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?</p> <p>What was the sequence of key events during this period?</p>



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 did people do 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: 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>



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>Recognise and describe a special time or event in their life (self, family or friends).</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>Can you tell me why that is special?</p> <p>Can you 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>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?</p> <p>What is different?</p>	<p>Was this the same for everyone?</p> <p>How would life of a ##### person have been different?</p> <p>Who would this have been different for?</p>	<p>Can you give an example of how life was different for someone who was there?</p> <p>Was this the same everywhere?</p> <p>Where was it different?</p> <p>How was it different?</p>	<p>Which groups was this different for?</p> <p>Can you give an example?</p> <p>Why was there this difference?</p> <p>Why do people believe there was this difference?</p> <p>Was this the same everywhere? Can you give an example to support your answer?</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>



<p>Historical Evidence</p>	<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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