Farsley Springbank Primary School
History Progression Map
2025-2026

Chronology

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
• Begins to sequence events relating to themselves. • Begins to understand time order in relation to themselves and toys. • Can use basic vocabulary associated with chronology. • Understands what is the past and what is the present.	• Can create a simple timeline of events/people using images. • Can sequence a specific historical event.	• Can construct a chronological timeline of events with adult support. • Can label a timeline with pictures, words or phrases with adult support. • Can create chronological links between known historical events.	• Understands the difference between BCE and CE. • Understands the different time periods that existed during Stone Age Britain (Palaeolithic, Mesolithic and Neolithic). • Beginning to use dates and historical terms to describe events (E.G. Ancient Civilisations). • Begins to place events, artefacts and historical figures on a timeline using dates independently.	• Can place events, artefacts and historical figures on a timeline using dates independently. • Begins to understand what a concurrent timeline is. • Begins to understand how to use their understanding of a concurrent timeline to understand which civilisations would have had contact with each other.	• Begins to construct a scaled chronological timeline independently. • Understands what a concurrent timeline is. • Begins to show an understanding of cause and effect. • Begins to understand the concept of continuity and change over time.	• Can construct a scaled timeline independently. • Understands cause and effect. • Understands the concept of continuity and change over time. • Understand the connections and contrasts between different periods of time studied and talk about trends over time.

Interpretation of History						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
• Can describe some of the changes in their life. • Can describe and compare a range of old and new toys.	• Knows that a primary source is from during the event.	• Knows that a secondary source was created after the event. • Begins to create links within historical events using sources.	• Can use a range of secondary sources to answer historical enquiry questions. • Begins to understand what archaeology is and the use of archaeological artefacts. • Can answer and ask questions about a historical source. • Can point out opinions/facts about a historical source – primary or secondary, material, purpose, use. • Can use the information they have about a source to begin to understand/explain something that happened in history (scaffolded).	• Begins to use the information they have a source to help them understand/explain something that happened in history independently. • Begins to use both primary and secondary sources including archaeological sources independently. • Understands the importance of archaeology to understanding history.	• Understands how to extract relevant information from both primary and secondary sources including archaeological sources. • Understands how to use the information from a source to explain or show understanding of something which happened in history. • Can use multiple sources to complete a historical enquiry. • Begins to understand the factors which effect the reliability of a source and therefore why some sources are more useful than others.	• Understand how to extract relevant information from archaeological sources. • Use multiple sources to construct an answer to an enquiry question of their forming. • Understand the factors which effect the reliability of sources and why this might be. • Understand why some sources are more useful than others. • Consolidate their understanding of extracting relevant information from both primary and secondary sources.

Historical Enquiry						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
• Can ask questions beginning 'who', 'what' and 'when'. • Can ask questions about stories/books about history.	• Can ask questions about a historical source, e.g. what was the object used for? What is it made from?	• Begins to compare and contrast. • Understands the meaning of significance in relation to an event or person. • Begins to answer questions based on evidence from historical sources. • Uses role play to investigate. • Reads and discusses stories/books about significant people/events.	• Can use historical sources to ask questions about the past. • Begins to use suitable sources to answer a historical enquiry question (scaffolded). • Begins to use research skills to find out facts about the time period studied. • Answer historical enquiry questions using scaffolded sources.	• Can use historical sources to ask questions about the past and answer them independently. • Begins to use suitable sources to answer a historical enquiry question (independent). • Can use research skills to find out facts about the time period studied. • Begins to answer historical enquiry questions using chosen sources independently.	• Begins to answer historical enquiry using independently chosen sources. • Begins to create own enquiry questions about the time period being studied. • Begins to investigate a range of historical sources to justify an answer.	• Formulate own enquiry question about change, cause, similarities and differences and answer using independently chosen sources. • Can analyse a wide range of historical sources to answer a historical enquiry question. • Can create theories based on understanding of historical events.

Vocabulary						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
• Today • Yesterday • Tomorrow • Day • Week • Month • The future • Long ago • Clue	• History • Timeline • Chronological order • Historical source • Artefact • First/Then/Next • Present Day • Significant • Event	• Evidence • Secondary Source • Historian • Investigate • Era • Compare • Rank	• Ancient • BCE/CE • Time period • Religion • Innovation • Empire • Prehistoric • Archaeologist • Archaeology	• Impact • Concurrent timeline	• Cause • Consequence • Reliable • Scaled timeline	• Relevant • Continuity • Bias

• Material • The past • Old • New • Grandparent • Great Grandparent • memory	• Decade • Century • Legacy • Primary Source		• Fact/Opinion • Achievement • Civilisation • Historical enquiry			

End of Year Expectations (Skills)						
EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
• Use the vocabulary listed above to describe, compare and order a set of objects. • Beginning to understand sequencing.	• Sequence events in chronological order with adult support. • Ask questions about a source. • Begin to understand the terms primary source and secondary source. • Be able to explain what makes someone significant and identify some of the significant people studied.	• Begin to sequence events in chronological order independently. • Compare the impact of significant people using evidence from sources. • Understand the terms primary source and secondary source.	• Create a chronological timeline of events independently. • Distinguish between primary and secondary sources. • Use more than one source to answer an enquiry question (could be two primary, two secondary or a mix).	• Begin to create a concurrent chronological timeline. • Begin to explain reasons why civilisations would have had contact. • Use a mixture of teacher chosen primary and secondary sources to answer an enquiry question.	• Construct a concurrent chronological timeline. • Begin to add scale to chronological timelines. • Begin to use a range of timescales when creating chronological timelines (decades and centuries). • Explain which civilisations would have had contact and why. • Begin to offer some reasons for different versions of events (for example the start of WW1) and relate these to the sources used (reliability) • Begin to be able to answer an enquiry question using	• Construct a scaled, concurrent chronological timeline. • Use a range of timescales when creating chronological timelines (decades and centuries). • Formulate and answer own historical enquiry using sources. • Comment on the reasons for different versions of events and relate these to the sources (reliability). • Explain the concept of cause and consequence.

					independently chosen sources. • Begin to explain the significance of cause and consequence.	