

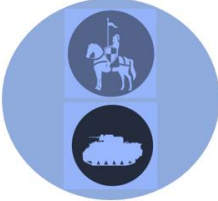
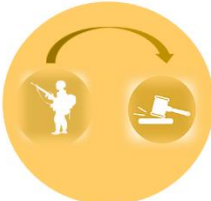


Progression Map for Secondary Order Concepts

	EYFS	KS1	Year 3 and 4
<p>Similarity and Difference</p> 	<p>Know the 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 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>
Possible Questions	<p>What is the same? What is different?</p>	<p>What is 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 life was different for someone who was there? Was this the same everywhere? How was it different?</p>
	EYFS	KS1	Year 3 and 4
<p>Change and Continuity</p> 	<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 the 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 Make links between events over time. <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
Possible Questions	<p>What has stayed the same? What is different?</p>	<p>What has stayed the same? Why? What has changed? Give an example. Is it still like that today?</p>	<p>What has stayed the same? Why? What has changed? Why and how? 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>Significance</p> 	<p>EYFS</p>	<p>KS1</p>	<p>Year 3 and 4</p>
	<p>Recognise and describe a special object. 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). 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. Begin to identify why what they did (or what happened) was important and how it changed things for people.</p>
<p>Possible Questions</p>	<p>Can you tell me why that is special? Can you tell me what happened?</p>	<p>Who was an important person? What did this person do? What important thing happened? What changed after this?</p>	<p>Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?</p>
<p>Causation and Consequence</p> 	<p>EYFS</p>	<p>KS1</p>	<p>Year 3 and 4</p>
	<p>Question why things happen and give explanations. Begin to identify what made something happen.</p>	<p>Begin to recognise that significant events happened because of a cause. Begin to understand that aspects of life changed following an event.</p>	<p>Identify reasons for and results of people's actions understand why people may have had to do something. 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.</p>
<p>Possible Questions</p>	<p>What happened? Why?</p>	<p>Why did people do things? • Why did an event happen? • What happened as a result?</p>	<p>Why did it happen? What was the result? Who was affected? What was the impact of the event on others?</p>