



History Progression Grid -

Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it

The progression grid outlines the specific knowledge which pupils are expected to learn in each year group, along with the specific vocabulary which supports this understanding.

Historical Enquiry

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>Show an interest in the past.</p> <p>Ask questions about artefacts, suggesting what they might be used for.</p>	<p>Find answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <p>Begin to make comparisons between modern and old objects.</p>	<p>Look carefully at pictures or objects to find information about the past.</p> <p>Ask and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',</p> <p>Choose and use parts of stories and other sources to show an understanding of key events or people's lives.</p>	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people? What did people do for?'</p> <p>Suggest sources of evidence to use to help answer questions.</p>	<p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Begin to answer and ask historically valid question.</p>	<p>Use documents, printed sources, the internet, databases, pictures, photos, artefacts, historic buildings and visits to collect information about the past.</p> <p>Answer and ask historically valid question.</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>Identify and use different sources of information and artefacts.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinions about historical events from a range of sources.</p>

Historical Interpretation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	Look at or touch objects from the past and comment on appearance.	<p>Begin to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Give own views on why something happened in the past.</p> <p>Look at the differences between “long ago” and “now”.</p>	<p>Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) and comment on what or how they have found things out.</p> <p>Present an idea and raise questions about the past.</p> <p>Understand how we find out about the past and base ideas on evidence.</p>	<p>Looks at 2 versions of same event and identify differences in the accounts.</p> <p>Understand the past can be interpreted in a few different ways.</p>	<p>Give reasons why there may be different accounts of history.</p> <p>Understand and describe how the past can be interpreted in a few different ways.</p>	<p>Explain the past can be represented or interpreted in many different ways.</p> <p>Evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>Give clear reasons why there may be different accounts of history.</p>	<p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

Organisation and Communication

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>Show an interest and awareness of the past.</p> <p>Begin to use the correct words such as “yesterday, past etc.”</p>	<p>Show an understanding about the past in 1 way E.g. orally, using common words & phrases relating to the passing of time or drawing.</p>	<p>Describe objects, people and events.</p> <p>Write simple stories and recounts about the past and explain why some people and events were important.</p> <p>Tell you about a time before they were born, beginning to compare aspects of life in different periods of time.</p>	<p>Present findings about the past using speaking, writing, ICT and drawing skills.</p> <p>Use dates and terms with increasing accuracy.</p>	<p>Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Use dates and terms correctly.</p> <p>Discuss most appropriate way to present information, realising that it is for an audience.</p> <p>Use subject specific words such as monarch, settlement, invader</p>	<p>Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Choose most appropriate way to present information to an audience.</p> <p>Make valid comparisons between periods.</p>	<p>Select and present relevant information in an organised and clearly structured way using correct dates and terms.</p> <p>Make use of different ways of presenting information.</p>

Chronological Understanding

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>Know the difference between long ago and now.</p> <p>Know my life is different from the lives of people in the past.</p>	<p>Sequence some events or 2 related objects in order.</p> <p>Use words and phrases: old, new, young, days, months, before, after, now, later.</p> <p>Remembers parts of stories and memories about the past</p>	<p>Put 3 or more people, events or objects in order on a basic timeline.</p> <p>Identify a few similarities and differences between ways of life in different times.</p> <p>Name a few people who have contributed to national and international achievements.</p>	<p>Use timelines to place events, artefacts or information in chronological order.</p> <p>Understand the past is divided into differently named periods of time BC (E) AD.</p> <p>Use words and phrases: century, decade.</p>	<p>Uses words and phrases: century, decade, BC (E), AD, after, before, during.</p> <p>Know names, places and dates of significant events from the past and can identify them on a timeline.</p>	<p>Sequence historical periods.</p> <p>Describe the story of events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, and period.</p> <p>Identify specific changes within and across different periods of time.</p>	<p>Show chronologically secure knowledge and understanding by sequence historical periods.</p> <p>Describe connections, contrasts and trends over short and longer periods of time.</p> <p>Make links between and across different historical periods.</p>

Historical Concepts

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	<p>Begin to understand how things change over time.</p>	<p>Begin to understand the passage of time.</p> <p>Recall some simple facts.</p> <p>Tell the difference between past and present in own and other people's lives.</p> <p>Give one cause of an event and use evidence to explain</p>	<p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant event in history.</p> <p>Give more than one cause of an event and use evidence to explain reasons why people in past acted</p>	<p>Describe similarities and differences between people, events and objects.</p> <p>Reflect on the significance of what I have learnt about the past.</p> <p>Make connections and contrasts between the time periods studied.</p>	<p>Describing features of past societies and periods.</p> <p>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Give some causes and consequences of the main events, situations and changes in the</p>	<p>Can discuss the impact and causes of historical change in Britain drawing conclusions about which was the most important.</p> <p>Understand there were different causes of an event and give own reasons why changes</p>

		reasons why people in past acted as they did.	as they did.		attitudes may have occurred during a time period. Describe how some of the past events/people affect life today.	periods studied. Can discuss the impact and causes of historical change in Britain. Devise questions about change, cause, significance, similarities and differences.	may have occurred, backed up with evidence. Describe similarities and differences between some people, events and objects studied. Describe how some changes affect life today.
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Historical Vocabulary

	Key History Vocabulary	Specific Vocabulary	Skills Vocabulary	Other Vocabulary for Age Group
EYFS	A long time ago Same/ different Change People Lives	Past/ now Modern Old New Yesterday	Discuss Questioning Finding out	Order Compare
KS1	History Significant Timeline Order Compare Similar/ Different Fact/ opinion Artefact Event Source Evidence Changes Invention Question Cause Consequences	Changes within living memory. Change in national life Parents, Grandparents, great grandparents Lifetimes Way of life Home life Transport Materials Leisure Events beyond living memory Significant nationally Significant globally Commemorate Anniversaries Remembrance	Observation Sequence Contrast Research Using sources Timeline Research using different resources Questioning Discussion Compare and contrast Making connections Making conclusions	Modern Past/ present/ future Memory Information Similarity, difference Memorial Monument

	Reason Connections Century/ decade Living memory Different periods of time	Key features of events Parliament Significant individuals Contribution National International Achievements Aspects of life Monarch Reign Coronation Explorer Inventor Significant historical events, people and places in own locality Local Impact Museum Buildings		
LKS2	As above plus... Chronological Millennium Century/ decade BC/ BCE AD/ CE Era Time period Similarities differences Prehistoric Evidence Primary/secondary sources Ancient Modern Archaeology Archaeologist Contrasts Trends over time Influence Significant Impact	Changes from the Stone Age to Iron Age Britain Temporary/ permanent Palaeolithic Hunter-gatherers Mesolithic Neolithic Early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms Achievements of the earliest civilizations –Civilizations Irrigation Ancient Sumer; Indus Valley; Ancient Egypt;	As above plus... Interpretation Facts/opinion Evidence Chronology - Constructing a timeline Ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning Frame Historically-valid Draw contrasts Analyse trends,	As above plus... Achievements Process of change Landscape Settlements Empire Diversity societies Slave Citizen Dynasties Relationship Identity challenges Influence Reveal Technology Climate Travel Road system Trade Art and culture Overview

		Mummification Pyramid Shang Dynasty of Ancient China Ancient Greece Western world Democracy Philosophy Olympic Games Athens Parthenon Acropolis Roman Empire and impact on Britain Julius Caesar Claudius invasion Conquest resistance Boudica Romanisation Hypocaust Viaduct /aqueduct Gladiator Coliseum Amphitheatre Hadrian's wall		Connections Regional, national and international Constructed Architecture Religion Worship Sacrifice Beliefs Temples Senate Inventions Peace Power Conquer Laws Justice Medicine Leisure Baths Theatre Myths Legends Education Prosperity Wealth
UKS2	As above plus... Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Legacy Modern British Values	Britain's settlement by Anglo-Saxons and Scots Dark ages Christian conversion Canterbury, Iona and Lindisfarne Sutton Hoo Viking and Anglo-Saxon struggle for the Kingdom of England Raids Resistance Danegeld Alfred the Great	As above plus... Deduction Inference Organising information Chronology Comparison Observation Discussion Research Reflection Interpretation Questioning – Historically valid,	As above plus... Invasions Expansion Kingdoms Settlements Village life Peasantry Hierarchy Laws and justice Withdrawal Contexts Cultural

	<p>Laws</p>	<p>Althelstan Edward the Confessor A non-European society that provides contrasts with British history c. AD 900 Advanced civilisations Mayan civilization Mesoamerica Codex Chichen Itza</p>	<p>Perceptive questions Investigate Forming conclusions Making links. Historical perspective Judgement. Contrasting arguments and interpretations</p>	<p>Economic Military Political Religious Social history; short- and long-term timescales. Civilization Gender Period/ era Achievements Influence Scholars Dynasties Symbolic Renowned Conquer Civilisation Comparison Calendar Astronomy Observatory Wisdom Community Impact Merchants Archaeologists Complexity</p>
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