

History Progression Grid

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Whole School Area of Study	Black History Month (changes yearly based on the theme) Remembrance Day (Local History) Founder's Day (Local History)						
Area of Study	Understanding the World: Talking about past and present events in their own lies and family members'.	Changes within living memory. Events beyond living memory- Great Fire of London & Moon Landing Lives of significant individuals. Local History.	Changes within living memory. Events beyond living memory Lives of significant individuals. (Rosa Parks, Emmeline Pankhurst, Guy Fawkes, George Eliot, Elizabeth II) Local History.	Study of Greek life -Ancient Greece Non -European society that provides contrast with British History- Mayan Civilisation Changes in Britain from Stone Age to Iron Age	The Roman Empire and its impact on Britain. (including referencing Celts) Britain's settlement by the Anglo-Saxons and scots. The Viking and Anglo-Saxon struggle for the Kingdom of England	Early Civilisations - Egyptians Aspect of British History that extends pupils chronological knowledge beyond 1066 – Victorians	Aspect of British History that extends pupils chronological knowledge beyond 1066 and Local History – World War II Aspect of British History that extends pupils chronological knowledge beyond 1066 – Tudors

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Chronology	Children able to talk about the past and present of events in their own lives and of family members.	Understanding what the word 'past' means. Ordering some events and objects in a chronological order.	Explain what chronology is. Using words concerned with time. Using dates of significant events and people. Placing events and people onto a chronological timeline.	Explain what chronology is. Identify where people and events fit into a chronological framework. Explore trends and changes over different periods of time. Use some dates and historical vocabulary when ordering events and objects.	Explain what chronology is. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across periods of time. Use dates and historical vocabulary when ordering events and objects.	Confident in my definition of chronology and can give examples of where it occurs. Confident in explain what has come before and after key events studied on the History Timeline. Identify and describe connections, contrasts and trends over time and suggest why they occurred. Use dates and appropriate historical vocabulary when ordering events and objects.	Secure in my definition of chronology and can give examples of where it occurs throughout history. Secure when explaining what has come before and after key events studied on the History Timeline. Identify and analyse connections, contrasts and trends over time and suggest why they occurred. Use dates confidently and a range of historical vocabulary when ordering events and objects.
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Historical Enquiry	Begin to think about questions they might have, model by adults in groups	Ask questions about the past. Describe what we use to find out about the past and introduce the word source.	Ask and answer simple questions such as, why did that happen? What was it like...? Who was involved? Explain how we find out about the past, discuss how useful a source is and why.	Begin to address and sometimes devise historically valid questions. Begin to construct informed responses by selecting and organising relevant historical information. Know what a source is and how they tell us about history.	Develop ways to address and sometimes devise historically valid questions. Develop ways to construct informed responses by selecting and organising relevant historical information. Confidently discuss what a source is and how they tell us about history.	Regularly address and sometimes devise historically valid questions. Confidently construct informed responses by selecting and organising relevant historical information. I understand how knowledge of the past is constructed from a range of sources.	Confidently address and devise historically valid questions. Securely construct informed responses by selecting and organising relevant historical information. Understand how knowledge of the past is constructed from a range of sources.
Interpreting History	Children exposed to books, internet, people, etc when learning about the past.	Know how find out about the past.	Explain how we find out about the past, discuss how useful it is and why	Begin to understand that there are different versions of the past and can begin to think of reasons why.	Develop that understanding that there are different versions of the past and can think of reasons why.	Have a clear understanding that there are different versions of the past and can suggest some reasons for this.	Have a secure understanding that there are different versions of the past and can suggest some reasons for this.

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Change	Children to be exposed to the idea of change. For example seeing a change between a baby and an adult.	Identify changes within my grandparent's lifetime (Moon Landing) Identify changes beyond my lifetime. (Moon Landing and Great Fire of London) Identify changes within my lifetime (Queen Elizabeth II to King Charles) Begin to discuss how the events that I have studied have changed national life today. Begin to identify similarities and differences of my life now, and the past	Continue to identify changes within my living memory which has influenced change in our national life (Queen Elizabeth II) Continue identify changes beyond my living memory which has influenced change in our national life. (WWI, Bedworth Coal Mines) Continue to explain how and why the events that I have studied changed national life today. (Rosa Parks, Emmeline Pankhurst, WW1)	Begin to make and describe links between main events, situations and changes within and across different periods/societies in both World History and British History.	Develop my ideas to make and describe links between main events, situations and changes within and across different periods/societies in both World History and British History.	Confidently make and describe links between main events, situations and changes within and across different periods/societies and the outcome of them (cause and effect) in both World History and British History.	Securely make and describe links between main events, situations and changes within and across different periods/societies and the outcome of them (cause and effect) in both World History and British History.
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Significance	Children exposed to significance in our local area when learning about Remembrance Day and Founder's Day (Nicholas Chamberlaine.)	Begin to explain significant events of the past and explain why it was important (The Great Fire of London, Moon landing). Begin to think about a significant person of the past and explain why they are important. (Neil Armstrong, Samuel Pepys) Begin to identify a significant person from my local area and say why they are important. (Nicholas Chamberlaine)	Begin to name a range of significant people of the past and explain how they contributed to the world. (Guy Fawkes, Rosa Parks, Emmeline Pankhurst) Name and explain a significant historical event in my local area (Armistice day parade) Identify a significant person from my local area and explain why they are important, and how they contributed to my local area. (George Eliot)	Develop my knowledge of significant people and events of the past. (e.g Hippocrates, etc) Develop my knowledge of a significant historical event in my local area (Armistice day parade) Develop my knowledge of a significant person from my local area and explain why they are important, and how they contributed to my local area. (Nicholas Chamberlaine)	Continue to develop my knowledge of significant people and events of the past. (e.g Boudicca, etc) Continue to develop my knowledge of a significant historical event in my local area (Armistice day parade) Continue to develop my knowledge of a significant person from my local area and explain why they are important, and how they contributed to my local area. (Nicholas Chamberlaine)	Confidently name a range of significant people and events of the past. (e.g Cleopatra, etc) Confidently name and explain a significant historical event in my local area (Armistice day parade), building on my previous knowledge. Confidently identify a significant person from my local area and explain why they are important, and how they contributed to my local area. (Nicholas Chamberlaine), building on my previous knowledge.	Securely name a range of significant people and events of the past. (e.g Winston Churchill, etc) Securely name and explain a significant historical event in my local area (Coventry Blitz), building on my previous knowledge. Securely identify a significant person from my local area and explain why they are important, and how they contributed to my local area. (Nicholas Chamberlaine), building on my previous knowledge.

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Causes and consequences	Exposed to some group discussions why things may have changed over time.	Begin to discuss why significant people/ events of the past helped change the world	Explain why significant people of the past did things to influence the world. Explain why events happened and how they changed the world. Discuss what happened because of significant events/people.	Begin to identify and give reasons for, results of, historical events, situations and changes in each period. Begin to identify and give reasons for, results of, historical events, situations and changes in local history	Continue to develop my knowledge of identifying and giving reasons for, results of, historical events, situations and changes in each period. Continue to develop my knowledge of identifying and giving reasons for, results of, historical events, situations and changes in local history.	Confidently identify and give reasons for, results of, historical events, situations and changes in each period. Confidently identify and give reasons for, results of, historical events, situations and changes in local history.	Securely identify and give reasons for, results of, historical events, situations and changes in each period. Securely identify and give reasons for, results of, historical events, situations and changes in local history.
Similarities/ Differences	Involved in discussions of similarities and differences (e.g modern soldier and past soldier.)	Begin to identify similarities and differences of my life now and the past. Begin to compare significant people.	Develop my skills of comparing the similarities and differences of my life now and from the past, clearly explaining my views. Develop my skills of comparing significant people	Begin to describe social, cultural, religious and ethnic diversity in both British history and World history. (Ancient Greece, Mayans and Stone Age.)	Develop my skills to describe social, cultural, religious and ethnic diversity in both British history and World history. (Roman, Celts, Anglo-Saxons and Vikings.)	Confidently describe social, cultural, religious and ethnic diversity in both British history and World history. (Ancient Egyptians, Victorians.)	Securely describe social, cultural, religious and ethnic diversity in both British histories. (WWII, Tudors.)

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Key Vocab. (vocab. is more specific on knowledge organisers for each topic of work)	Old New First Next	Then Now Years ago Same Different Change Before After	Past Present Future Significant Event Era Artefacts Time Order	Chronological Significant Compare Contrast Influence BC and AD Modern Period Ancient Civilisation	Innovation Legacy Conquer Consequence Invasion Monarchy Settlement BC/AD, Century, Modern, Ancient, Decade, Period.	Exploration Hierarchy Invention Industry Industrialisation Empire BC/AD, Century, Modern, Ancient, Decade, Period	Ideologies (Political, Religious and cultural) Cultural Context Birthright Propaganda Democracy Interpretation Commemorate BC/AD, Century, Modern, Ancient, Decade, Period
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