



Subject Progression Grid for History

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Reception	ELG: Past and Present Children to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Comment on images of familiar situations in the past. Compare and contrast stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.	- To recognise the difference between 'old' and 'new' and 'past' and 'present'. - To recognise there is a difference between non-fiction (fact) and fiction. - To understand that once something has happened it is in the past. - To understand that if something is happening now it is in the present. - To notice some similarities and differences between things in the past and now. - To be exposed to the idea that things change (i.e. phones, ways to play music, computers, toys etc.). - To discuss events that have occurred or will occur in their own lives.	- To create a simple sequence e.g. pictures illustrating a story about the past. - To use an increasing range of everyday terms relating to passing of time e.g. old and new. - To begin to identify some similarities and differences between past and present events within their own life. - Use books, pictures, photos, artefacts, buildings to distinguish between fact and fiction. - Talk about a source and make simple observations. - Begin to understand that questions can be asked about the past. - Respond to activities through talk, play and drawing.	Past Present Old New Fact Fiction

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KS1	Changes within living memory (How have toys changed?)	- To know what is meant by 'the past'. - To know the difference between 'distant past' and 'near past'. Year 1: - To tell the difference between past and present in their own lives and other people lives (i.e. Grandparents). - To identify some similarities and differences between ways of life in different periods. - To understand there are different ways we can find out about the past (using sources). - To sort objects, images and artefacts depending on whether they are 'past/old' or 'present/new'. Year 2: - To show an understanding of changes that have happened in their own lives over time. - To use a range of sources to describe similarities and differences between then and now. - To make explanations about people, objects and events from the past through writing or drawing labelled diagrams. - To identify how features of the period been studies influenced changes (i.e. material choices, period dress). - To categorise objects, images and artefacts depending on whether they are 'past/old' or 'present/new' and explain some reasons for their choices.	Year 1: - Use some common words or phrases relating to the passing of time (i.e. before, after, a long time ago, past) and some everyday historical terms when discussing changes. - Make simple comparisons and begin to suggest why something might be different. - Make simple observations. - Sequence some events or 2 related objects in order of time. - Begin to make suggestions as to why some things might be different. - Use some simple artefacts, pictures and stories to find out about the past. - Show knowledge and understanding about the past in different ways (i.e. writing, talking, drawing & role play). Year 2: - Use many common words or phrases relating to the passing of time (i.e. before, after, a long time ago, past, decades, centuries, when my parents were children) and some everyday historical terms when discussing changes. - Sequence 3 people, events or objects in order using a given scale. - Look carefully at artefacts, pictures, eye witness accounts, stories, objects, online sources or databases to find information about the past. - Ask questions and make simple inferences about the source material (What was it used for? Who used it? Which is the oldest?). - Make suggestions as to why some things might be different. - Make observations and identify and distinguish with a simple degree of analysis some things that may potentially be more noteworthy or important than others. - Show knowledge and understanding about the past in different ways (i.e. writing, talking, drawing, diagrams & role play).	Year 1: - Past - Present - Old - New Year 2: - Past - Distant past - Near past - Change - Sources - Then - Now - Chronological changes
KS1	Events beyond living memory that are significant nationally or globally	- To know what is meant by 'the past'. - To know the difference between 'distant past' and 'near past'.		Year 1: - Past - Present - First - Then - Next

	(Was the Great Fire of London really great?)	<u>Year 1:</u> - To place some events in time order (first, then, next). - To discover and retell knowledge about the past through role play, drama, or stories. - To recognise why people did things, why events happened and what happened as a result. - To recognise and describe some differences between ways of life in a different period. - To provide some simple explanations as to why people acted in the past as they did. <u>Year 2:</u> - To place events in chronological order using a given scale. - To recount main events from a significant time in history. - To identify and describe why people did things, why events happened and what happened as a result. - To make comparisons between ways of life in a different period. - To make some inferences and deductions about events that took place. - To use evidence to explain reasons why people acted in the past as they did.	<u>Year 1:</u> - Use common words and phrases about the passing of time e.g. now, yesterday, when I was younger, a long time ago, before I was born. - Find answers to simple questions about the past by using source material. - Show knowledge and understanding about the past in different ways. - Recall part of stories and memories about the past. - Begin to identify and recall some details from the past from pictures and stories. - Recognise and hold simple discussions as to why events were significant (positive and negative effects etc.) and are still remembered today. <u>Year 2:</u> - Use many common words or phrases relating to the passing of time (i.e. before, after, a long time ago, past, decades, centuries). - Use a range of sources to describe differences between then and now. - Identify and recall key details from the past from pictures and stories. - Look carefully at pictures, eye witness accounts or objects to find information about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Make suggestion as to how features of the period influence events in the past. - Identify different ways in which the past is represented and ask how reliable a source is. - Draw simple conclusions and provide some explanations as to why events were significant (positive and negative effects etc.) and are still remembered today.	- Old <u>Year 2:</u> - Past - Distant Past - Near Past - Chronological - Significant - Sources - Nationally - Decades - Centuries
KS1	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	- To know what is meant by 'the past'. - To know the difference between 'distant past' and 'near past'. - To know what is meant by 'significant individuals'. <u>Year 1:</u> - To describe the life of a significant individual and recall the main ways they contributed to national/international achievements. - To be able to answer their own simple questions about a significant individual from the past.	<u>Year 1:</u> - Describe the life of a significant individual. - Recall a significant individual's main contributions to national/international achievements. - Ask simple questions about a significant individual. - With support, research a significant individual from the past.	<u>Year 1:</u> - Past - Present - Significant (important) individual - National - Similarities - Differences <u>Year 2:</u> - Past

	<u>Examples of significant individuals who might be studied in this topic are:</u> - Beatrix Potter (Toys) - Samuel Peyps (Great Fire of London) - Mary Seacole (Black History Month) - Grace Darling	- To discuss why individuals were significant (important) through a simple historical account. - To identify at least two similarities and two differences between aspects of life in two different periods (past and present). - To talk, write or draw about things from the past using simple historical vocabulary. Year 2: - To explain what a significant individual achieved in their lives and how they contributed to national/international achievements. - To be able to answer their own questions about a significant individual from the past. - To discuss why individuals were significant (important) through a detailed historical account. - To identify four similarities and four differences between aspects of life in two different periods (past and present). - To talk, write or draw about things from the past using some accurate historical vocabulary.	- Make some simple observations and identify some similarities and differences between two different periods. - Use historical vocabulary to retell simple stories about the past. Year 2: - Compare artefacts or people from different times and discuss why they are different. - Recall a significant individual's main contributions to national/international achievements. - Identify and compare some similarities and differences between two different periods. - Understand and appreciate that some significant individuals from the past have helped and influenced our lives today. - Explain why some individuals from the past acted the way they did. - Independently research a significant individual from the past. - Use historical vocabulary to retell more detailed stories about the past	- Distant past - Near past - Significant - Individual - Nationally - Internationally - Achievements - Compare - Period
KS1	Significant historical events, people and places in their own locality. (Samuel Wilderspin)	Year 1: - With support, to know about the life of someone who used to live in the local area using the internet and other sources to find out about them. - To understand some changes that have occurred in the local area over time. - To pose some questions about the significant individual. Year 2: - To know about the life of someone who used to live in the local area using the internet and other sources to find out about them. - To understand some changes that have occurred in the local area over time. - To pose historical questions about the significant individual.	Year 1: - Recognise significant events, people and places in the locality. - Research an individual who used to live in the local area using two different sources. - Describe how the local area was different in the past. Year 2: - Describe significant events, people and places in the locality. - Research an individual who used to live in the local area using a range of sources (more than two). - Describe and make some simple observations on how the local area was different in the past.	Year 1: - Local area - Significant (important) - Changes - Past - Present - Question Year 2: - Significant - Local area - Locality - Sources - Past - Present - Changes over time - Question

Year Group	Unit of Study	Key Knowledge	Key Skills	Key Vocabulary
Year 3	Topic 1: Changes in Britain from the Stone Age to the Iron Age. (Who first lived in Britain?) Topic 2: Ancient Greece – a study of Greek life and achievements and their influence on the western world (Why were the Ancient Greeks groovy?)	Topic 1: - To know about the lives of people who lived in Britain a very long time ago. - To know about some characteristic features of the period and societies studied, including the ideas, beliefs, attitudes of men, women and children in the past. - To know the difference between fact and opinion. - To know what changed over a given period of time in History. - To recognise the continuities over a given period of time in History. - To know some similarities and differences of everyday lives of people from the past with our lives today. - To construct informed responses, using relevant historical information. Topic 2: - To know some difference between national and international history. - To know about some characteristic features of the period and societies studied, including the ideas, beliefs, attitudes of men, women and children in the past. - To know some of the key events and individuals from the given period. - To know and understand that people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. - To know about the achievements from a period in history and how this has influenced the modern Western World. - To know about the continuing legacy of the chosen civilisation and their influence on areas such as education, language, architecture, government and the Olympic Games.	Historical investigations: - Use a range of source material to collate information about the past. - With guidance, undertake their own research about the past to gather information. - Gather more details from sources such as maps to build up a clear picture of the past. - Demonstrate some understanding of suitable sources for historical enquiries. - Use some evidence to ask questions and find answers to questions about the past. Historical Interpretations: - Identify the difference between fact and opinion. - Look at two different versions of the same event and identify some differences in the accounts. Chronological understanding: - Sequence several events, artefacts or historical figures given on timelines using dates, including those that are sometimes far apart. - Begin to develop and understand that a timeline can be divided in BC (Before Christ) and AD (Anno Domini). Knowledge and understanding of events, people and changes in the past: - Give reasons for key changes that have happened over a period of time. - Make comparison about everyday lives of people in time compared with our lives today. - Provide some explanations as to how people and events in the past have influenced life today. - Suggest some reasons and form ideas about why things occurred in the past without having necessarily firm evidence to back it up. - Develop the appropriate use of historical terms.	- Time Period - Sources - Fact - Opinion - Past - BC (Before Christ) - AD (Anno Domini) - Changes - Influence - Achievements - Chronological - Legacy

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Year 4	The Roman Empire and its impact on Britain (What did the Romans ever do for me?) The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egyptians (Were the Ancient Egyptians awesome or awful?)	Topic 1: - To know about many characteristic features of the period and societies studied, including the ideas, beliefs, attitudes of men, women and children in the past. - To know the difference between fact and opinion. - To know why in history there are different interpretations about the same event. - To construct informed responses, using relevant historical information. - To know what changed over a given period of time in History. - To know some similarities and differences of everyday lives of people from the past with our lives today. - To know and understand the impact periods in history have had and how they helped shape this nation. - To know/consider the legacy the ancient settlement had on Britain (everyday things). Topic 2: - To know the difference between national and international history. - To know where and when the first civilisations appeared. - To know about many characteristic features of the period and societies studied, including the ideas, beliefs, attitudes of men, women and children in the past. - To know some of the key features of the chosen ancient civilisation through their beliefs and attitudes. - To know and examine the similarities and differences between their ancient beliefs and beliefs held today. - To know about the achievements from the earliest civilisations. - To know about the legacy and some of the most influential inventions and discoveries of the chosen civilisation, including writing systems, mathematics, religion, architecture and medicine.	Historical Investigations: - Use a range of source material to collate detailed information about the past. - Undertake their own research about the past to gather information and make some informed conclusions about what they find out. - Gather more details from sources such as maps to build up a clear picture of the past. - Demonstrate an understanding of suitable sources for historical enquiries. - Use evidence to ask questions and find answers to questions about the past. Historical Interpretations: - Identify the difference between fact and opinion and be able to explain why some accounts from the past may differ. - Look at two different versions of the same event and identify differences in the accounts. - Suggest causes and consequences of some of the main events and changes in history. Chronological Understanding - Sequence many events, artefacts or historical figures given on timelines using dates, including those that are sometimes far apart. - Accurately use historical terms related to the topic. - Sequence many events, artefacts or historical figures given on timelines using dates accurately, including those that are sometimes far apart. - Understand that a timeline can be divided in BC (Before Christ) and AD (Anno Domini) and begin to apply this to construct their own timeline. Knowledge and understanding of events, people and changes in the past: - Explain key changes over a period of time and be able to provide reasons for those changes. - Compare the everyday lives of people studied from the past with our lives today. - Explain how people and events have influenced life today. - Describe connections and contrasts between aspects of history, people, events and artefacts studied.	- Time Period - Sources - Fact - Opinion - Impact - Past - BC (Before Christ) - AD (Anno Domini) - Civilisation - Achievements - Chronological - Preservation - Legacy

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Year 5	Topic 1: Britain's settlement by Anglo-Saxons and Scots (Were the Anglo-Saxons really smashing?) Topic 2: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Why was John Harrison's invention important?)	Topic 1: - To know about many characteristic features of the period and societies studied, including the ideas, beliefs, attitudes of men, women and children in the past. - To know some of the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world. - To know about early settlements in Britain. - To know and understand the history of the British Isles in a chronological narrative, from the earliest times to present day. - To know and develop an understanding of reasons for and consequences of invaders and settlers. - To know why societies invaded and settled in Britain. - To know why a particular aspect or theme in British history was important. - To know the impact of a particular event or theme in British history. - To know what came before and after a particular event or theme in British history. Topic 2: - To know about an aspect or theme in British history from beyond 1066. - To know why an aspect or theme in British history from beyond 1066 was significant in the locality and in wider British history. - To know how an aspect or theme in British history is still impacting today.	Historical Investigations: - Analyse a wide range of evidence about the past. - Use a range of evidence to offer some clear reasons for different interpretations of event, making some factual links from the past. - Start to make some considerations of different ways to check the accuracy of some interpretations of the past. - Start to understand the difference between primary and secondary evidence and the impact of this on reliability. - Begin to evaluate and critique the usefulness of some different sources. Historical Interpretations: - Address and sometimes devise historically valid questions about change, continuity, cause, similarity and difference and significance. - Construct informed responses that involve some thoughtful selection and organisation of relevant historical information. - Recognise when a primary or secondary source is being used to investigate the past. - Use a wider range of different sources to collect some evidence about the past, including pictures, documents, printed sources, photographs, artefacts, historical statues, figures, sculptures, historic sites etc. - Begin to investigate their own lines of enquiry by posing historically valid questions to answer. Chronological Understanding: - Order an increased number of significant events, movements and dates on a timeline using dates accurately to ensure chronology. - Accurately use terms and dates to describe historical events. - Understand and describe in some detail the main changes to an aspect in a period in history. Knowledge and understanding of events, people and changes in the past: - Identify and note some connects, contrasts and trends over time in the everyday lives of people. - Use appropriate historical terms (i.e. culture, religious, social, economic and political) when describing the past. - Examine causes and results of great events or inventions and the impact these had on people. - Describe some of the key features of the past, including attitudes, beliefs and everyday lives of men, women and children.	- Invade/ Invaders - Settle/ Settlers - Chronological - Primary Evidence - Secondary Evidence - Societies - Impact - Consequences

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Year 6	Topic 1: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Did the Vikings really walk this way?) Topic 2: A local history study (What part did this locality play in WWII?) Topic 3: A non-European society that contrasts with British history – one study chosen from: Early Islamic Civilization (Why was the Islamic Civilization around AD900 known as the 'Golden Age'?)	Topic 1: - To know about early settlements in Britain. - To know and understand the history of the British Isles in a chronological narrative, from the earliest times to present day. - To know and develop a good understanding of reasons for and consequences of invaders and settlers. - To show an increased depth of factual knowledge and understanding of aspects of history of Britain and the Wider World. Topic 2: - To know about a key aspect of local History. - To know how several aspects of national history are reflected in the locality. - To know the significant part their local area played in history. Topic 3: - To know about a non-European society that contrasts with British History. - To know the differences in way of life between citizens of a non-European society and Britain. - To know and appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them. - To know why some non-European societies contrast with British History. - To know about personalities who undertook challenges on a huge scale to leave behind legacies.	Historical Investigations: - Find and analyse a wide range of evidence about the past. - Use a range of evidence to offer clear reasons for different interpretations of event, making many factual links from the past. - Make considerations of different ways to check the accuracy of some interpretations of the past. - Understand the difference between primary and secondary evidence and the impact of this on reliability. - Show an awareness of the concept of propaganda and have an understanding that in the past people represented events or ideas in a way to persuade others. - Evaluate and critique the usefulness of many different sources. Historical Interpretations: - Address and devise historically valid questions about change, continuity, cause, similarity and difference and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Recognise when a primary or secondary source is being used to investigate the past. - Use a wide range of different sources to collect some evidence about the past, including pictures, documents, printed sources, photographs, artefacts, historical statues, figures, sculptures, historic sites etc. - Investigate their own lines of enquiry by posing historically valid questions to answer. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Make confident use of a variety of sources for independent research. Chronological Understanding: - Order an increased number of significant events, movements and dates on a timeline using dates accurately to ensure chronology. - Accurately use terms and dates to describe historical events. - Understand and describe in detail the main changes to an aspect in a period in history. - Understand how some historical events/periods occurred concurrently in different locations. Knowledge and understanding of events, people and changes in the past: - Identify connections, contrasts and trends over time in everyday lives of people. - Apply factual knowledge and understanding of the History of Britain and the Wider World to describe past societies and periods. - Use appropriate historical terms (i.e. culture, religious, social, economic and political) when describing the past. - Describe the key features of the past, including attitudes, beliefs and everyday lives of men, women and children. - Use evidence to justify and support chosen arguments. - Examine cause and results of great events and the impact these had on people.	- Invade - Settle - Kingdom - Chronological - Primary Evidence - Secondary Evidence - Local - Society - Propaganda - Legacy - Contrast - Advancements - Consequences