

## Progression Grid - History

Historical Enquiry	EYFS	
	Nursery	Reception
	<p>Begin to make sense of their own life-story and family's history.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (maths objective)</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

	KS1	
	Year 1	Year 2
Historical Interpretations	<p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Recognise that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>Start to compare two versions of past events.</p> <p>Start to understand that there can be different versions of the same event from the past, some through discussion.</p> <p>Observe, use and investigate pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>
Historical Investigations	<p>Observe or handle evidence to ask simple questions about the past.</p> <p>Sort some objects/artefacts into new and old and then and now.</p>	<p>Observe or handle evidence to ask questions about the past.</p> <p>Observe and handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Use evidence to explain the key features of events.</p>

<p>Chronological Understanding</p>	<p>Sequence artefacts and events that are close together in time.</p> <p>Order a small number of dates from earliest to latest on simple timelines; sequence pictures from different periods.</p> <p>Describe in simple terms memories and changes that have happened in their own lives.</p>	<p>Order a growing number of dates from earliest to latest on simple timelines; sequence pictures from different periods.</p> <p>Describe in more detail memories and changes that have happened in their own lives.</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>
<p>Knowledge and Understanding of Events and People in the Past</p>	<p>Know and give a simple recount episodes from stories and significant events in history.</p> <p>Recognise significant individuals from the past.</p>	<p>Know and recount in detail episodes from stories and significant events in history.</p> <p>Describe significant individuals from the past.</p> <p>Understand that there are reasons why people in the past acted as they did.</p>
<p>Presenting, Organising and Communicating</p>	<p>Talk, write and draw about things in the past.</p>	<p>Talk, write and draw in more detail about things in the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p>
<p>Substantive Concepts and Historical Vocabulary</p>	<p>Talk and write about things from the past using some historical vocabulary.</p>	<p>Talk and write about things from the past using a growing historical vocabulary.</p>

		Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society
	<b>LKS2</b>	
	<b>Year 3</b>	<b>Year 4</b>
Historical Interpretations	<p>Investigate different accounts of historical events and be able to briefly explain some of the reasons why the accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past.</p>	<p>Investigate different accounts of historical events and be able to explain in growing detail some of the reasons why the accounts may be different.</p> <p>Understand some of the ways in which historians and others investigate the past.</p> <p>Look at two versions of the same event or story in history and identify differences.</p>
Historical Investigations	<p>Use a range of sources to find out about the past.</p> <p>Construct responses about one aspect of life or a key event in the past through selection and organisation of relevant historical information.</p> <p>Gather detail from sources such as maps to build up a clearer picture of the past.</p>	<p>Use a range of primary and secondary sources to find out about the past.</p> <p>Construct informed responses about life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather increased detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own</p>

		<p>questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>
Chronological Understanding	<p>Sequence some events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>
Knowledge and Understanding of Events and People in the Past	<p>Find out about the everyday lives of people in time studied compared with our life today.</p> <p>Recognise how people and events in the past have influenced life today.</p> <p>Identify some key features, aspects and events of the time studied.</p> <p>Describe some connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Find out about the everyday lives of people in time studied compared with our life today recognising similarities and differences.</p> <p>Explain in detail how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>
Presenting, Organising and	Use and understand appropriate historical vocabulary to communicate information such as	Use and understand appropriate historical vocabulary to communicate information.

Communicating	<p>ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>Present, communicate and organise ideas about the past in more detail using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, autobiographies, posters and guides.</p> <p>Start to present ideas based on their own research about a studied period.</p>
Substantive Concepts and Historical Vocabulary	Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.	<p>Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> <p>Build on prior knowledge to start to gain further understanding of substantive concepts.</p>
	<b>UKS2</b>	
	<b>Year 5</b>	<b>Year 6</b>
Historical Interpretations	<p>Find and begin to analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a wider range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>

	<p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Evaluate the usefulness of different sources.</p>
<p>Historical Investigations</p>	<p>Use a range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct responses.</p> <p>Begin to investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p>Recognise when they are using primary sources and interpretations (secondary sources) of information to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p>

		Investigate their own lines of enquiry by posing historically valid questions to answer.
Chronological Understanding	<p>Order some significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p> <p>Understand how some historical events/periods occurred concurrently in different locations.</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p>
Knowledge and Understanding of Events and People in the Past	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Identify and increasingly note connections, contrasts and trends in some detail over time in the everyday lives of people.</p> <p>Increasingly use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Examine causes and results of great events and the impact these had on people.</p> <p>Describe in detail the key features of the past,</p>



		including attitudes, beliefs and the everyday lives of men, women and children.
Presenting, Organising and Communicating	<p>Know and show some understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</p> <p>Present, communicate and organise ideas about the past using discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Conduct research about the studied period.</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</p> <p>Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and present a self-directed project or research about the studied period.</p>
Substantive Concepts and Historical Vocabulary	<p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Start to recognise that some concepts; such as technology, will be different across different periods of history.</p> <p>Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>Consolidate prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Recognise and understand that some concepts; such as technology, will be different across different periods of history.</p> <p>Continue to build a bank of appropriate historical vocabulary and use this to talk and write about the past and communicate information.</p>