



## History Progression Grid



| Concept   | FS2  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
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| <b>Chronology – When did events happen in relation to each other?</b>   | <p>Talk about the lives of people around them and their roles in society.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> | <p>Put up to three objects in chronological order (recent history)</p> <p>Explain how I have changed since I was born</p> <p>Match objects to people of different ages</p> <p>Understand that some objects belonged to the past</p> | <p>Sequence a set of artefacts closer together in time</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>  | <p>Place the time studied on a time line.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened</p> <p>Use dates and terms related to the study unit and passing of time.</p> | <p>Describe events from the past using dates when things happened</p> <p>Place events from period studied on time line.</p> <p>Begin to use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD</p> | <p>Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 &amp; KS2).</p> <p>Develop use of terms related to period and dating of events.</p> <p>Know and sequence key events of time studied</p> | <p>Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 &amp; KS2).</p> <p>Comment on trends that happen over time.</p> <p>Place current study on time line in relation to other studies.</p> <p>Use relevant dates and terms. Sequence up to 10 events on a time line</p> |
| <b>Similarities and differences – How can we analyse how the experiences of different groups of people have been the same or different over time?</b> | <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>Say how something is the same or different in the past. Develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparent's lifetimes).</p>                      | <p>Say how lifestyles (work, school, play etc.) were the same or different in the past.</p> <p>Describe differences between 'then' and 'now'. Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p> | <p>Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.</p>                                 | <p>Ask and answer questions about changes, similarities and differences.</p> <p>Begin to understand broader trends / themes over time.</p> <p>Explore differences between different people living at the same time</p>                                | <p>Discuss changes, similarities and differences. Deepen understanding of trends/themes over time.</p> <p>Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)</p>   | <p>Ask and answer questions about changes, similarities and differences and challenge responses.</p> <p>Discuss and debate trends and themes over time.</p> <p>Describe changes across an historical period (considering social, political, cultural and technological changes).</p>  |

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| <b>Enquiry and interpretation –</b><br>How can we ask questions about the past and make sure we have reliable sources to help us answer them? | Understand the past through settings, objects, characters and events encountered in books read in class and storytelling | Ask and answer some historical questions. Sort pictures / objects / events into 'old' and 'new'. Use pictures and photographs to extract some information about the past. Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses) | Ask and answer historically relevant questions. Use historical vocabulary (eg. past, present, recently, years, decades, centuries). Compare events from different periods in history (eg. different discoveries) Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. Begin to piece together clues from a variety of different sources. | Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons, newspapers etc Use a range of sources to find out about a period. Select and record information relevant to the study Begin to use the library and internet for research | Ask relevant questions about history and suggest sources of evidence that could be used to answer them. Begin to recognise the difference between primary and secondary sources. Begin to evaluate the usefulness of different sources. Choose relevant material to present a picture of one aspect of life in the period studied. Use the library and internet for research Question the accuracy of modern depictions of historical events. | Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events. Develop skills of identifying primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence | Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research. Recognise primary and secondary sources. |
| <b>Cause and Consequence -</b><br>What are the relationships between events and what effect did they have on life at the time and beyond?     | Comment on images of familiar situations in the past and their importance on life at the time and beyond.                | Show an understanding of some key events. Start to think about the reasons why things might change (e.g. improvements in technology / making life easier / more fun)  | Recount key events from the past in their own words and begin to explain why these events happened. Begin to think about the impact that historical events have had on modern life.   | Begin to question, investigate and give reasons for events in the past. Describe the impact of events in the more distant past on modern life   | Independently question the reasons behind historical events and changes. Give increasingly historically accurate answers to these questions. Describe how events/ people being studied have had an impact on the modern world.  | Ask and answer clear and accurate questions about what happened in the period studied. Ask 'why' questions to further historical understanding. Debate and discuss different opinions about historical causes and effects.   | Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.                             |

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| Significance – How have historical figures and events led to changes in society and what was their lasting impact? | Compare and contrast characters from stories, including figures from the past and their impact. | Begin to understand why events being studied are important. | Understand why people and events being studied are important. Begin to express preferences and justify them with evidence / facts (e.g. Who was the greatest explorer?) | Ask and answer questions about how and why events and people being studied are significant. Express preferences and personal responses to topics being studied and back-them up with evidence / facts. | Can ask and answer questions about how and why events/people are significant. Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt. | Deepen their understanding that historical knowledge comes from a range of sources. Understand that there can be many versions of the same events in history, giving reasons why these may exist. | Recognise that some events and people are more significant than others, and use evidence to back-up responses. Understand that historical knowledge comes from a range of sources. Make links between historical events, changes and cultures across a range of periods studied |
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