

## History Progression Grid

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Similarities and differences</b>	<ul style="list-style-type: none"> <li>• Begin to describe similarities and differences between historical artefacts and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how their own life is different from past generations of their own family</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how their own lives are similar or different to children living in past times</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two periods of history identifying similarities and differences between them (viking, anglo-saxon)</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between two periods of history to begin to develop historical perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Use simple vocabulary to describe the passing of time e.g. now, before, after, then, long ago</li> </ul>	<ul style="list-style-type: none"> <li>• Use further terms associated with the past e.g. year, decade and century</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to describe key features of a time</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use abstract terms e.g. empire, civilisation, parliament, peasantry and heptarch</li> <li>• Check what terms</li> </ul>	<ul style="list-style-type: none"> <li>• Make appropriate use of historical terms in discussion and understand concepts e.g. local, regional, national, and international (Year 4 – Roman)</li> </ul>	<ul style="list-style-type: none"> <li>• Use in context and understand terms relating to different types of history e.g. culture, economic, military, political, religious and social</li> </ul>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>• Begin to order artefacts and pictures from significantly different time periods</li> </ul>	<ul style="list-style-type: none"> <li>• Order events in a period of history studied and begin to recall the dates of important festivals or celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Show developing understanding of chronology by beginning to realise that the past can be divided into different influenced change</li> </ul>	<ul style="list-style-type: none"> <li>• Place different periods of time on a timeline and remember key historical facts and some dates from a period studied</li> </ul>	<ul style="list-style-type: none"> <li>• Independently place historical events or change on a timeline remembering key facts from a period of history studied</li> </ul>	<ul style="list-style-type: none"> <li>• Create, from memory, a timeline from dates/eras showing knowledge of how to check for accuracy</li> </ul>
<b>Significant individuals</b>	<ul style="list-style-type: none"> <li>• Sequence the story of a significant historical figure</li> </ul>	<ul style="list-style-type: none"> <li>• Use the stories of famous historical figures to compare aspects of life in different times</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how a significant figure of a period influenced change – Look at keep fit person</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how significant historical figures contributed to national and international achievements in a variety of eras – Boadicea)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a significant individual or movement that has influenced the UK or wider world- Greek</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how their lives have been influenced by a significant individual or movement</li> </ul>
<b>Local History</b>	<ul style="list-style-type: none"> <li>• Describe, in simple terms, the importance of a local place or landmark</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how people, places and events in their own locality have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how national changes affected their locality</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the impact of international events e.g. war on the local area</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of local history resources to describe how an event e.g. the Black Death affected a local town or village</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest and research information sources required to present an in-depth study of a local town or city (YEAR 4)</li> </ul>

<b>Continuity and change</b>	<ul style="list-style-type: none"> <li>• Compare own life and interests now their babyhood e.g. clothes, toys, food, size, abilities recalling a significant memory from the past</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes in the local area during their own lifetime and that of their parents and grandparents</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the main changes in Britain resulting from an event e.g. an invasion or war – year 4 (Romans)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the impact of a significant historical figure on life in Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reasons for and outcomes of the main events and changes in historical periods showing factual knowledge of aspects of Britain and the wider world</li> </ul>
<b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>• Describe in simple terms why a significant individual acted the way they did</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>• Express an opinion on whether a person or event had a positive or negative impact on life in Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that an event can have more than one cause</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why people acted as they did e.g, why Henry VIII married many times in order to produce an heir to the throne</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the negative or positive impact of a period of history on contemporary society</li> </ul>
<b>Historical questions</b>	<ul style="list-style-type: none"> <li>• Ask and respond to simple questions about the past, using sources of information</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about a range of historical sources</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest useful research questions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer more complex questions through independent research</li> </ul>	<ul style="list-style-type: none"> <li>• Follow independent lines of enquiry and make informed responses based on this</li> </ul>	<ul style="list-style-type: none"> <li>• Independently investigate a complex historical research question</li> </ul>
<b>Recording</b>	<ul style="list-style-type: none"> <li>• Retell a story or significant event from their own past</li> </ul>	<ul style="list-style-type: none"> <li>• Show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the best way to record a range of historical information giving reasons for their choice</li> </ul>	<ul style="list-style-type: none"> <li>• Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Select, organise, summarise and present relevant information, from a wide range of sources in the most effective way for a given purpose</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Use simple source material e.g. photograph to answer questions about an event beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>• Build a bigger picture of a historical period using a range of source material</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the most important source material for a task, showing awareness of a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of source materials to answer questions about the past which go beyond simple observations</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how different types of evidence tell us different things about the past</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history</li> </ul>