



HISTORY PROGRESSION GRID

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological Understanding	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	I can sequence events or objects in chronological order	-Understand some of the ways we find out about the past i.e stories, pictures and artefacts. - To understand how to put people, events and objects in order of when they happened.	-To show a developing sense of chronology by realising that the past can be divided into different periods of time and place them on a timeline.	-To order significant events and dates on a timeline (understand more complex terms e.g. BC/AD)	Pupils develop a chronologically secure factual knowledge and understanding of aspects of Britain, local and world history, establishing clear narratives within and across the periods they study.	To identify and compare changes within and across different periods.
Knowledge and Understanding of events and people in the past.	Talk about the lives of people around them and their role in society.	Recognise some similarities and differences between the past and present and different ways of life.	Recognise some similarities and differences between the past and present, different ways of life and understand why people acted the way they did.	Be able to give some reasons for the changes over time.	To give reasons for the changes over time and peoples actions in the past and think about how this may have influenced life today.	To devise historically valid questions about change, cause, similarity and difference to describe how historical events studied affect/influence life today.	To ask questions to describe the features of past societies and periods and make links between them.
Historical Interpretations	Understand the past through settings, characters and events encountered in books read in class and storytelling.	To think about how they can find out about the past (e.g photos, stories, adults talking about the past)	To identify different ways to represent the past.	To show some understanding that aspects of the past have been represented and interpreted in different ways.	To show an understanding that aspects of the past have been represented and interpreted in different ways.	To understand that our knowledge of the past is constructed from a range of sources.	To understand that our knowledge of the past is constructed from a range of sources and understand the different ways in

							which these sources may portray accounts from the past.
Historical Inquiry		To ask and answer questions about the past from source.(e.g. artefacts, photographs, stories, adults talking about the past)	To ask and answer questions about the past from sources e.g. simple observations or from evidence.	To distinguish between different sources.	To distinguish between different sources and begin to evaluate their usefulness.	To evaluate the evidence to choose the most reliable forms.	Pupils should begin to evaluate sources of information and identify those that are particularly useful for tasks.
Organisation and Communication		I can communicate my understanding through; - the use of a time line (3D with objects/sequential pictures) - drawing - drama/role play - writing - ICT	I can communicate my understanding through; - the use of a time line (3D with objects/sequential pictures) - drawing - drama/role play - writing - ICT	To communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, drama.	To begin to produce structured work, making appropriate use of dates and terms.	To record and communicate knowledge in different forms. -work independently and in groups showing initiative.	To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To plan and carry out individual investigations showing initiative.
Curriculum Coverage	-Timeline of events that have happened throughout the year in the classroom for children to look back at and discuss e.g.	-Changes within living memory with aspects of national life. (seasides). -Events commemorated through anniversaries (Space).	-Events beyond living memory that are significant nationally or globally. (Great Fire of London). -The lives of significant individuals in the past who have contributed to	-Changes in Britain from the Stone Age to the Iron Age including: -Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae, - Bronze Age	-Britain's settlements by Anglo-Saxons and Scots including: -Roman withdrawal from Britain in c.AD410 and the fall of the western	-A study of an aspect or theme in British History that extends pupils chronological understanding beyond 1066 - leisure and	-A study of an aspect or theme in British History that extends pupils chronological understanding beyond 1066 - WW1 and WW2

	<p>nativity, birthdays etc.</p> <p>-Past and Present Topic – Look at photos of how they have changed. Study pictures of old and new e.g. toys, TV, washing machine.</p> <p>-Discuss different job roles and what children would like to be when they are older.</p>	<p>-The lives of significant individuals in the past who have contributed to national and international achievements – Queen Victoria and Elizabeth I. (Castles), Neil Armstrong (Space).</p> <p>-Significant historical places in own locality - Scarborough. (Seasides)</p>	<p>national and international achievements – Rosa Parks and Florence Nightingale (Superheroes).</p> <p>-Significant historical people in own locality - Captain James Cook. (Pirates).</p>	<p>religion, technology and travel, e.g. Stonehenge, -Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p>-The Roman Empire and its impact on Britain <u>including:</u></p> <p>-Julius Caesar's attempted invasion in 55-54 BC,</p> <p>-the Roman Empire by AD42 and the power of its army,</p> <p>-successful invasion by Claudius and conquest, including Hadrian's Wall,</p> <p>-British resistance, e.g. Boudicca.</p>	<p>Roman Empire, - Scots Invasion from Ireland to north Britain (now Scotland), -Anglo Saxon invasions, settlements and kingdoms: place names and village life</p> <p>-Anglo-Saxon art and culture, -Christian conversion – Canterbury, Iona and Lindisfarne.</p> <p>-The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor including:</p> <p>-Viking raids and invasion, -resistance by Alfred the Great and Athelstan, first King of England, -further Viking invasions and Danegeld, -Anglo Saxon laws and justice.</p>	<p>entertainment in the 20th Century.</p> <p>-A Non-European society that provides contrasts with British History – Mayan civilization.</p>	<p>-A significant turning point for British History – the first railways.</p> <p>-A local history study.</p>
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