



HISTORY PROGRESSION GRID

Intent: At Parsloes Primary School, we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. The history curriculum makes use of the resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Empowering experiences are at the heart of the learning, inspiring pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions using subject-specific language, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It should help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

<p>LEARN:</p> <p>L – language acquisition E – empowering experiences A – active and hands-on learning R – relevant to our diverse community N – new knowledge and skills</p>	<p>RUPA:</p> <p>R – respectful U – understanding P – positive A – aspirational</p>	<p>SMSC:</p> <p>S – Spiritual M – Moral S – Social C – Cultural</p>
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NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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remember yesterday memory days weeks years old new	past present knight royalty monarch castle turret suit of armour dungeon shield lance penny farthing tram steam train transport engine	history historian artefacts living memory source similar different change remembrance memorial oldest recent modern improve conditions aeroplane flight timeline	evidence sequence chronology legacy plot treason Catholic Protestant conspirators exploration pioneer international breakthrough printing press medieval significant	prehistory culture religion Paleolithic Mesolithic Neolithic Bronze Age Iron Age hunter-gatherer turning point Gods Goddesses civilisation ancient empire archaeologist pharaoh afterlife	ruled reigned invasion conquer kingdom primary source secondary source democracy mythology architecture era general warrior chariot strategy legionaries auxiliaries resistance tribe	culture reformation Church of England monastery expansion dissolution pagan Dark Ages plunder justice conversion discrimination raiders Oba bronzes oral history continuity interpretation	propaganda politics suffragettes pacifism trenches alliance progress regress society social history economics military
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KEY VOCABULARY

KEY KNOWLEDGE AND SKILLS

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Historical Interpretations							
	<p>Listen to and discuss stories set in the past</p> <p>Talk about photos and memories, including what their parents have told them about their life-story and family</p>	<p>Show an awareness of life being different in the past</p> <p>Look at and discuss pictures and photographs from the past</p> <p>Listen to stories set in the past and non-fiction accounts of time periods in the past.</p> <p>Talk about photos and memories, including what their parents have told them about their life-story and family</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Understand why somebody in the past may have wanted to do something</p> <p>Understand why an event from the past is significant</p>	<p>Explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>Start to compare two versions of a past event</p> <p>Grasp the essentials of a whole story, including the significant events and individuals</p> <p>Understand what may have happened as a result of an event or action</p>	<p>Use a range of sources to find out about the past</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past</p> <p>Regularly address and sometimes devise own questions to find answers about the past</p> <p>Begin to undertake their own research</p> <p>Understand that some events or developments are turning points in history</p>	<p>Look at more than two versions of the same event or story in history and identify differences.</p> <p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>Analyse a range of evidence from the past.</p> <p>Start to understand the differences in primary and secondary information.</p> <p>Begin to evaluate the usefulness of evidence</p> <p>To find a wide range of information about the past (pictures, artefacts)</p> <p>Use evidence to offer clear reasons on difference interpretations of the past.</p> <p>Start to evaluate usefulness of sources</p>	<p>Find and analyse a wide range of resources from the past (documents, pictures, photographs, maps, newspaper articles, posters).</p> <p>Use a range of resources to give clear responses, linking it to factual understanding of the past.</p> <p>Consider different ways of checking accuracy of resources.</p> <p>Know the difference between primary and secondary resources</p> <p>Know how primary and secondary resources impact reliability of evidence.</p> <p>Evaluate the usefulness of sources</p> <p>Use the language of probability when offering reasons and results.</p>	<p>Show awareness of propaganda Know that people in the past may be represented in a way to persuade others.</p> <p>Detect change and continuity, and comment on these, e.g. rates of change, types of change, idea of progress and regress</p> <p>Evaluate and compare the usefulness of a range of different sources</p> <p>Evaluate different interpretations of the same historical event</p> <p>Discuss the short and long term consequences of significant historical events and turning points.</p>

Historical Investigations

<p>Look at and discuss photographs from their own life story</p>	<p>Look at and discuss pictures and photographs from the past</p> <p>Listen to non-fiction texts and stories as a way of finding out about the past</p>	<p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</p> <p>Draw some simple conclusion about sources, such as what an artefact was used for</p>	<p>Choose and select evidence and say how it can be used to find out about the past</p> <p>Distinguish differences in sources such as between a picture and a photograph</p> <p>Gather information from two or three sources</p> <p>Ask as well as answer simple historical questions</p> <p>Find out information in non-fiction books</p>	<p>Answer questions about change, similarity and difference</p> <p>Use historic sites, figures, artefacts and pictures to collect evidence</p> <p>Use resources to answer specific historical questions and construct informed responses</p> <p>Pose questions children would like to answer</p> <p>Draw some conclusions about sources</p>	<p>Observe quite small details in sources – written, pictorial and artefacts</p> <p>Link cause and effect</p> <p>Within the same time period, answer questions around continuity and change.</p> <p>Be able to offer causes and consequences of historical events</p> <p>Recognise when they are using primary or secondary information</p>	<p>Discuss the use of primary or secondary information</p> <p>Use pictures, documents, printed sources, online material and artefacts to collect evidence</p> <p>Address and ask questions about continuity, change, cause and significance</p> <p>Create informed responses using relevant historical information</p> <p>Use ceramics, pictures, documents, online material, historical statues and artefacts to collect evidence.</p> <p>Start to investigate their own lines of enquiry</p>	<p>Choose resources to answer specific historical questions and construct informed, detailed responses.</p> <p>Address and create questions about change, cause, similarity, difference and significance.</p> <p>Create thoughtful, informed responses using relevant historical information</p> <p>Discuss and evaluate the use of primary and secondary sources of information</p> <p>Use a wide range of resources from the past (documents, pictures, photographs, maps, newspaper articles, posters)</p> <p>Investigate their own lines of enquiry using evidence</p>
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Chronological Understanding

<p>Understand that events that have already happened are in the past</p> <p>Use simple time language – today, yesterday, tomorrow</p>	<p>Describe memories and changes that have happened in their own lives</p> <p>Spot broad differences in time such as then/now; before/after</p>	<p>Use time language e.g. now / then / past / recent past etc.</p> <p>Sequence pictures from different periods</p> <p>Be introduced to a timeline and</p>	<p>Sequence artefacts and events that are close together in time</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Discuss significant events and</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>Identify significant dates and events on a timeline</p> <p>Describe the main changes to an aspect in history</p> <p>Grasp more complex time terms</p>	<p>Order significant events and movements on a timeline</p> <p>Use dates and terms to describe historical events</p> <p>Understand how some historical</p>	<p>Order an increasing number of events and movements on a timeline</p> <p>Understand how some events occur concurrently in different locations</p>
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	Listen to texts and stories that help to develop an understanding of the past and present	recognise that events in history can be ordered	individuals studied throughout KS1 in chronological order	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Sequence time periods within the broader context of prehistory	such as ancient, modern Produce timelines Sequence an increasing number of objects or historical sources	events occurred concurrently in different locations Develop an understanding of world history, using period labels Establish clear narratives within and across periods of study Order an increasing number of events alongside dates from other periods of history Accurately use dates to identify periods in time Use timescales when referring to changes	Grasp that society is more than a series of unrelated activities Detect change and continuity, and comment on these, e.g. rates of change, types of change, idea of progress and regress Expand usage of dates, periods and eras.
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Knowledge and Understanding

Understand that life was different in the past	Tell and re-tell a story based on the past Comment on differences in the past relating to a specific category (transport)	Understand that there are reasons why people in the past acted as they did Describe significant individuals from the past Recognise some similarities and differences between the past and the present	Identify similarities and differences between ways of life in different periods Understand what may have happened as a result of an event or action Know and recount episodes from stories and significant events in history Identify similarities and differences between ways of	Note key changes over a period of time and be able to give reasons for those changes Find out about the everyday lives of people in time studied compared with our life today Identify key features, aspects and events of the time studied Understand that some developments were a turning point in history	Describe connections and contrasts between aspects of history, people, events and artefacts studied Use terms culture and religion Describe the key features of the past including attitudes, beliefs Understand the nature of ancient civilisations Discuss the characteristic	Identify and state connections and contrasts in peoples' everyday lives Use terms culture, religion and social Examine causes and results of events Grasp different types of change and how the change has taken place	Identify and note connections, contrasts and trends with peoples' everyday lives. Use the words culture, religion, social, economic and political Identify and apply different causes and effects Analyse the motives of individuals and groups Explain the beliefs of others, including
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				life in different periods		features of past societies Describe key features of the past and the impact on people	Identify more than one cause and effect for actions Understand the expansion and dissolution of empires Discuss the characteristic features of past non-European societies	some that are conflicting Understand the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history
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ASSESSMENT

KEY ENQUIRY BIG QUESTIONS	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Understanding the World What happened yesterday? Can I share a memory?	Understanding the World How have I changed since I was born? How do we remember important events? How was transport different in the past? What did a knight do?	Changes Within Living Memory How have toys changed over time Significant Events Why were the Wright brothers important? Events Beyond Living Memory How do we remember World War One? Significant Individuals Why are Florence Nightingale and Mary Seacole significant people from the past?	Significant Events What was the Gunpowder Plot and who was involved? Significant Individuals Why are Christopher Columbus and Neil Armstrong significant explorers from the past? Significant Individuals / Changes Within Living Memory Why are William Caxton and Tim Berners-Lee significant inventors from the past?	Stone age to Iron Age What was it like to live in prehistoric times? Early Civilisations What did the Ancient Egyptians believe?	Ancient Greece What was society like in Ancient Greece and what did they believe? Roman Empire How did the Roman Empire change Britain?	Local History How did the Reformation change Barking and Dagenham? Anglo-Saxons, Scots and Viking Invasions How did Britain change due to the Anglo-Saxon and Viking invasions? How does this compare with other societies of the time? (<i>non-European society – Benin</i>)	British History Beyond 1066 How did society change during World War One?