



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. Our 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. Through bespoke units of work, children progressively build the core historical skills of chronology, historical interpretations and historical investigations. As children move into Key Stage Two, religion is used as the golden thread around which the curriculum is planned.

KEY VOCABULARY

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
remember yesterday memory days weeks years old new	past present knight royalty monarch castle turret suit of armour dungeon shield lance change outhouse	history historian artefacts living memory source similar different change remembrance memorial oldest recent modern improve timeline explorer	evidence sequence chronology legacy exploration pioneer international breakthrough printing press medieval significant eyewitness mayor inventor invention technology internet	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 invasion justice conversion discrimination raiders oral history continuity interpretation	absolute power constitutional monarchy hereditary empire colony baron fair trial Parliament Magna Carta hierarchy bias Mesoamerica Maya artisans human sacrifice rituals interpretation

KEY KNOWLEDGE AND SKILLS

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Historical Interpretations							
Listen to and discuss stories set in the past Talk about photos and memories, including what their parents have told	Show an awareness of life being different in the past Look at and discuss pictures and photographs from the past	Observe and use pictures, photographs and artefacts to find out about the past Understand why somebody in the past may have	Explain that there are different types of evidence and sources that can be used to help represent the past	Use a range of sources to find out about the past Construct informed responses about one aspect of life or a key event in the past through careful	Look at more than two versions of the same event or story in history and identify differences. Use and understand appropriate historical	Find and analyse a wide range of resources from the past (documents, pictures, photographs, maps, newspaper articles, posters).	Show awareness of propaganda Know that people in the past may be represented in a way to persuade others.

	them about their life-story and family	Listen to stories set in the past and non-fiction accounts of time periods in the past. Talk about photos and memories, including what their parents have told them about their life-story and family	wanted to do something Understand why an event from the past is significant	Start to compare two versions of a past event Grasp the essentials of a whole story, including the significant events and individuals Understand what may have happened as a result of an event or action	selection and organisation of relevant historical information Gather more detail from sources such as maps to build up a clearer picture of the past Regularly address and sometimes devise own questions to find answers about the past Begin to undertake their own research Understand that some events or developments are turning points in history	vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. Analyse a range of evidence from the past. Start to understand the differences in primary and secondary information. Begin to evaluate the usefulness of evidence To find a wide range of information about the past (pictures, artefacts) Use evidence to offer clear reasons on difference interpretations of the past. Start to evaluate usefulness of sources	Use a range of resources to give clear responses, linking it to factual understanding of the past. Consider different ways of checking accuracy of resources. Know the difference between primary and secondary resources Know how primary and secondary resources impact reliability of evidence. Evaluate the usefulness of sources Use the language of probability when offering reasons and results.	Detect change and continuity, and comment on these, e.g. rates of change, types of change, idea of progress and regress Evaluate and compare the usefulness of a range of different sources Evaluate different interpretations of the same historical event Discuss the short and long term consequences of significant historical events and turning points.
	Historical Investigations							
	Look at and discuss photographs from their own life story	Look at and discuss pictures and photographs from the past Listen to non-fiction texts and stories as a way of finding out about the past	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations Draw some simple conclusion about sources, such as	Choose and select evidence and say how it can be used to find out about the past Distinguish differences in sources such as between a picture and a photograph	Answer questions about change, similarity and difference Use historic sites, figures, artefacts and pictures to collect evidence	Observe quite small details in sources – written, pictorial and artefacts Link cause and effect Within the same time period, answer questions around	Discuss the use of primary or secondary information Use pictures, documents, printed sources, online material and artefacts to collect evidence	Choose resources to answer specific historical questions and construct informed, detailed responses. Address and create questions about change, cause,

			what an artefact was used for	Gather information from two or three sources Ask as well as answer simple historical questions Find out information in non-fiction books	Use resources to answer specific historical questions and construct informed responses Pose questions children would like to answer Draw some conclusions about sources	continuity and change. Be able to offer causes and consequences of historical events Recognise when they are using primary or secondary information	Address and ask questions about continuity, change, cause and significance Create informed responses using relevant historical information Use ceramics, pictures, documents, online material, historical statues and artefacts to collect evidence. Start to investigate their own lines of enquiry	similarity, difference and significance. Create thoughtful, informed responses using relevant historical information Discuss and evaluate the use of primary and secondary sources of information Use a wide range of resources from the past (documents, pictures, photographs, maps, newspaper articles, posters) Investigate their own lines of enquiry using evidence
	Chronological Understanding							
	Understand that events that have already happened are in the past Use simple time language – today, yesterday, tomorrow	Describe memories and changes that have happened in their own lives Spot broad differences in time such as then/now; before/after Listen to texts and stories that help to develop an understanding of the past and present	Use time language e.g. now / then / past / recent past etc. Sequence pictures from different periods Be introduced to a timeline and recognise that events in history can be ordered	Sequence artefacts and events that are close together in time Order dates from earliest to latest on simple timelines Discuss significant events and individuals studied throughout KS1 in chronological order	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 Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Sequence time periods within the broader context of prehistory	Identify significant dates and events on a timeline Describe the main changes to an aspect in history Grasp more complex time terms such as ancient, modern Produce timelines Sequence an increasing number of objects or historical sources	Order significant events and movements on a timeline Use dates and terms to describe historical events Understand how some historical events occurred concurrently in different locations Develop an understanding of world history, using period labels Establish clear narratives within	Order an increasing number of events and movements on a timeline Understand how some events occur concurrently in different locations 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

							and across periods of study	progress and regress
							Order an increasing number of events alongside dates from other periods of history	Expand usage of dates, periods and eras.
							Accurately use dates to identify periods in time	
							Use timescales when referring to changes	
	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	Identify similarities and differences between ways of life in different periods	Note key changes over a period of time and be able to give reasons for those changes	Describe connections and contrasts between aspects of history, people, events and artefacts studied	Identify and state connections and contrasts in peoples' everyday lives	Identify and note connections, contrasts and trends with peoples' everyday lives.
			Describe significant individuals from the past	Understand what may have happened as a result of an event or action	Find out about the everyday lives of people in time studied compared with our life today	Use terms culture and religion	Use terms culture, religion and social	Use the words culture, religion, social, economic and political
			Recognise some similarities and differences between the past and the present	Know and recount episodes from stories and significant events in history	Identify key features, aspects and events of the time studied	Describe the key features of the past including attitudes, beliefs	Examine causes and results of events	Identify and apply different causes and effects
				Understand that some developments were a turning point in history	Understand the nature of ancient civilisations	Grasp different types of change and how the change has taken place	Analyse the motives of individuals and groups	
				Identify similarities and differences between ways of life in different periods	Discuss the characteristic features of past societies	Identify more than one cause and effect for actions	Explain the beliefs of others, including some that are conflicting	
						Understand the expansion and dissolution of empires	Understand the connections between local, regional, national and international history; between cultural, economic, military, political,	
						Discuss the characteristic features of past		

							non-European societies	religious and social history
	ASSESSMENT							
KEY ENQUIRY BIG QUESTIONS	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understanding the World What happened yesterday? Can I share a memory? What has happened in my life?	Understanding the World How have I changed since I was born? How was transport different in the past? What did a knight do? How were homes different in the past?	Significant Events Why were the Wright brothers important? Events Beyond Living Memory How do we remember important events? Significant Individuals Why are Christopher Columbus and Neil Armstrong significant explorers from the past? Changes Within Living Memory How have holidays changed over time?	Significant Events What was the Great Fire of London and who was involved? Significant Individuals Why are Elizabeth I and Elizabeth II significant monarchs 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 and what did they believe? Early Civilisations What were the significant achievements of the Ancient Egyptians?	Ancient Greece What was society like in Ancient Greece and what did they believe? Theme in British History How have the Ancient Greeks influenced life in Britain? Roman Empire How did the Roman Empire change Britain?	Local History How did the Reformation change Barking and Dagenham? Anglo-Saxons How did Britain change due to the Anglo-Saxon invasions? What did the Anglo-Saxons believe? Scots and Viking Invasions How did Britain change due to the Viking invasions? What did the Vikings believe?	Theme in British History How has the power of the monarchy changed? Non-European Society What was society like in the Mayan civilisation and what did they believe?