



*"Where children are at the heart of every decision to inspire brighter futures"*

*Respect, Responsibility, Recognition and Resilience*

## History Progression Grid

1. Generating Ideas: *The skills of developing ideas*

2. Practical: *The skills of practical history*

3. Evaluating: *The skills of judgement and evaluation*

4. Knowledge & Understanding: *Acquiring and applying knowledge to inform progress*

**Aims:**

- Children will be introduced to subject specific vocabulary that a historian would use
- Children will use subject specific vocabulary to talk like a historian
- Children will use subject specific vocabulary and definitions that a historian would use
- Children will research, interpret and present like a historian
- Children will learn, work and talk like a historian

EYFS	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
	Understand that events happen in order through stories.	Specific teaching sequence for history using Rosenshine's principles in action:  - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions  - Introduction of new learning and asking questions: introduction of historical and focused skill	Historian Remember Order Past Present Future	Chronological Understanding	<p><b>EYFS Statutory Framework Links-</b></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past</li> <li>• Children can organise events in their day (timetable).</li> <li>• Children organise familiar events (life experiences, events in the year) using basic chronology.</li> </ul>	<p>Children talk about past and present events. They use key vocabulary in their discussions.</p> <p>Children talk about the similarities and differences between themselves and others. They use key vocabulary in their discussions.</p>
Understand the past through settings, characters and events encountered in books read in class and storytelling.			Knowledge and understanding of the past	<p><b>EYFS Statutory Framework Links-</b></p> <ul style="list-style-type: none"> <li>- Name and describe people who are familiar to them</li> <li>- Comment on images of familiar situations in the past.</li> <li>• Children use everyday language related to time such as today, yesterday, present, past, day, week, month, year, long ago etc.</li> <li>• Children begin to identify that things have happened before they were born.</li> </ul>		

		- Provide models / scaffolds: support children with learning and applying new skill alongside			<ul style="list-style-type: none"> <li>• Children comment on images of familiar situations in the past (e.g. homes, schools and transport).</li> <li>• Children explain similarities and differences between the past and present (using pictures, stories, artefacts and accounts).</li> </ul>	
Talk about the lives of the people around them and their roles in society;		evaluating using modelled vocabulary		Historical Interpretation and significance	<b>EYFS Statutory Framework Links-</b> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community</li> <li>- Name and describe people who are familiar to them.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> </ul> <ul style="list-style-type: none"> <li>• Children talk about the important people in their lives.</li> <li>• Children comment on figures from the past and understand why they are remembered today.</li> </ul>	
Understand that pictures, stories and accounts give us information.		- Independent practise: children further develop the new skill		Historical Enquiry and Using Sources	<b>EYFS Statutory Framework Links-</b> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> </ul> <ul style="list-style-type: none"> <li>• Children comment on pictures, stories, artefacts, and accounts from the past.</li> </ul>	
Understand that our actions can have positive and negative consequences.		-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary		Cause and Effect	<ul style="list-style-type: none"> <li>• Identifying that certain choices have a consequence to them.</li> </ul>	

Year	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
1	Understand that events happen in order.	<p>Specific teaching sequence for history using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> <li>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</li> <li>- Introduction of new learning and asking questions: introduction of historical knowledge and focused skill</li> </ul>	<p>Subject Specific</p> <p>Chronological</p> <p>Source</p> <p>Artefact</p> <p>Fact</p> <p>Fiction</p> <p>Memories</p> <p>Living Memory</p> <p>Century</p>	Chronological Understanding	<p><b>KS1 History National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</li> <li>- They should know where the people and events they study fit within a chronological framework.</li> <li>• Children identify that events and people from the past may have occurred across a greater period of time than themselves.</li> <li>• Children can comment of where a significant person or event fits on a chronological timeline.</li> <li>• Children order and sequence up to four events in chronological order.</li> </ul>	<p>Children can use some key vocabulary when sequencing events or artefacts.</p> <p>Children can use some key vocabulary when talking about differences between the past and the present.</p> <p>Children can talk about key events and people from the past and how they compare to their lives.</p>
	<p>Understand the distinction between past and present.</p> <p>Understand that things happened before they were born.</p>	<ul style="list-style-type: none"> <li>- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary</li> <li>- Independent practise: children further develop the new skill</li> </ul>		Understanding of the past	<p><b>KS1 History National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</li> <li>- identify similarities and differences between ways of life in different periods.</li> <li>- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Children use some everyday terms about the passing of time such as "a long time ago" and "before."</li> <li>• Children know and recount events from the past.</li> <li>• Children identify some similarities and differences between the past and present</li> </ul>	<p>Children can present their findings about history in a number ways.</p> <p>Children can ask questions that help them find out about the past.</p> <p>Children can use different sources to find out about the past.</p> <p>Children can use key words when talking about history</p>

	<p>Understand who is important to them and why they are important.</p>	<p>-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary</p>		<p>Significance and Interpretation</p>	<p><b>KS1 History National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>- how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>- know and understand significant aspects of the history of the wider world</li> <li>- understand historical concepts such as significance</li> <li>- events beyond living memory that are significant nationally or globally</li> <li>- the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>- significant historical events, people and places in their own locality.</li> <li>- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul> <ul style="list-style-type: none"> <li>• Begin to understand what makes someone or something significant</li> <li>• Children are encouraged to distinguish between fact and fiction.</li> <li>• Children compare adults talking about the past – how reliable are these memories?</li> </ul>	
	<p>Understand that information can be drawn from photo’s, artefacts, stories and accounts.</p>			<p>Historical Enquiry and Using Sources</p>	<p><b>KS1 History National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</li> <li>- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the</li> </ul>	

					<p>ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> <li>Children use different sources of information and artefacts to ask answer simple questions about the past.</li> <li>Children identify some of the basic ways in which the past can be represented (photographs, memories, stories, artefacts etc.)</li> </ul>	
	Understanding that certain choices have consequences.			Cause and Effect	<p><b>KS1 History National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>Understand historical concepts such as cause and consequence and continuity and change</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Identifying that certain events and individuals have had major consequences in history</li> <li>Identifying that history can affect the local area, as well as nationally and globally</li> </ul>	

Year 2	Knowledge	Skills Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
	<p>Understand that events and people from the past may have occurred across a greater period of time than themselves.</p> <p>Understand that significant people and events fit onto a chronological timeline.</p>	<p>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</p> <p>- Introduction of new learning and asking questions: introduction of new knowledge/historical skill.</p>	<p>Subject Specific</p> <p>Impact</p> <p>Research</p> <p>Evidence</p> <p>Significant</p> <p>Recent</p> <p>Lifetime</p> <p>Opinion</p>	<p>Chronological Understanding</p>	<p><b>KS1 History National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</li> <li>- They should know where the people and events they study fit within a chronological framework.</li> </ul> <ul style="list-style-type: none"> <li>• Children can sequence events on a timeline.</li> <li>• Children can identify where an event fits within the chronological framework.</li> </ul>	<p>Children can use key words when talking about history</p>
	<p>Understand some similarities and differences between the past and present.</p>	<p>- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary</p> <p>- Independent practise: children further develop the new skill</p> <p>-Weekly review: draw back upon this learning when exploring other skills</p>		<p>Understanding the past</p>	<p><b>KS1 History National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</li> <li>- identify similarities and differences between ways of life in different periods.</li> <li>- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</li> </ul> <ul style="list-style-type: none"> <li>• Children use common words and phrases concerned with the passing of time correctly.</li> <li>• Children can demonstrate a basic understanding of why certain events</li> </ul>	<p>Children support each other when sequencing events, helping each other to share knowledge and skills</p> <p>Children use key historical vocabulary to support comparison.</p> <p>Children give reasons why things happened and what happened as a result.</p>

		and to revisit subject specific vocabulary			<p>happened and how different periods in time have impacted this.</p> <ul style="list-style-type: none"> <li>• Children recognise that their own lives are similar and/or different from the lives of people in the past and compare people from different time periods.</li> <li>• Children compare aspects of life in different time periods.</li> </ul>	<p>Children use historical knowledge and vocabulary to answer questions.</p> <p>Children present their findings about history in a number of different ways.</p> <p>Children can ask questions that help them find out about the past and interpret the answers.</p> <p>Children can use a wide range of different sources to find out about the past.</p>
	Understand what makes someone or something significant.			Historical Interpretation and significance	<p><b>KS1 History National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>- how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>- know and understand significant aspects of the history of the wider world</li> <li>- understand historical concepts such as significance</li> <li>- events beyond living memory that are significant nationally or globally</li> <li>- the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>- significant historical events, people and places in their own locality.</li> <li>- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>	

					<ul style="list-style-type: none"> <li>• Children compare pictures or photographs of people or events in the past.</li> <li>• Children recognise some basic reasons why people in the past acted as they did.</li> <li>• Children compare two versions of a past event.</li> <li>• Children discuss the reliability of photographs, accounts and stories from the past.</li> <li>• Identifying why some individuals are significant both locally and nationally</li> </ul>	
	<p>Understand some basic ways in which the past can be represented.</p>			<p>Historical Enquiry and Using Sources</p>	<p><b>KS1 History National Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</li> <li>- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <ul style="list-style-type: none"> <li>• Children ask and answer questions about the past through observing and handling a range of sources.</li> <li>• Children choose parts of stories and other sources to show what they know about the past, significant people and events</li> <li>• Children consider why things may change over time.</li> </ul>	

Understand that some people or events have had major consequences in history.

Cause and Effect

**KS1 History National Curriculum Links:**

- Understand historical concepts such as cause and consequence and continuity and change
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Identifying how events from history are so significant that they are remembered each year
- Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'

	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
Year 3	An understanding of where events fit on the chronological framework.	<p>Specific teaching sequence for history using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> <li>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</li> <li>- Introduction of new learning and asking questions: introduction of new knowledge/historical skill.</li> <li>- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary</li> <li>- Independent practise: children further develop the new skill</li> </ul>	<p>Era</p> <p>Period</p> <p>BCE (Before Common Era)</p> <p>CE (Common Era)</p> <p>BC (Before Christ)</p> <p>AD (Anno Domini)</p> <p>Archaeologist</p> <p>Archaeology</p> <p>Museum</p> <p>Pre-history</p> <p>Bias</p> <p>Excavate</p> <p>Reliable Evidence</p> <p>Effects</p> <p>Significance</p> <p>Monarchy</p>	Chronological Understanding	<ul style="list-style-type: none"> <li>• Children demonstrate awareness that the past can be divided into different periods of time.</li> <li>• Children use some dates and historical terms when ordering events and objects.</li> <li>• Children sequence several events or artefacts.</li> <li>• Children explore trends and changes over time.</li> </ul>	
	A basic understanding of why certain events happened and how different periods in time have impacted this.			Knowledge and understanding of the past	<ul style="list-style-type: none"> <li>• Children compare periods studied with our life today.</li> <li>• Children understand why people may have wanted to / decided to do something.</li> <li>• Children identify reasons for, and the results of, people's actions.</li> </ul>	
	An understanding of life in different time periods.			Historical Interpretation and significance	<ul style="list-style-type: none"> <li>• Children identify and give reasons for the different ways in which the past is represented.</li> <li>• Children distinguish between different sources – compare different versions of the same story.</li> <li>• Children look at different representations of the same period.</li> <li>• Children recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>• Children recognise that different versions of past events may exist.</li> </ul>	
	An understanding of why some events and individuals are significant nationally and globally.					
	An understanding of fact and opinion.					

	Understanding how the past can be represented.	-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary		Historical Enquiry and Using Sources	<ul style="list-style-type: none"> <li>• Children use a range of sources to find out a period.</li> <li>• Children observe small details – artefacts, pictures, documents etc.</li> <li>• Children select and record information relevant to study.</li> <li>• Children use books and the internet to support research.</li> <li>• Children use a range of sources to answer historically valid questions.</li> </ul>	
	Understanding that information about the past can be drawn from artefacts, images, accounts.			Cause and Effect	<ul style="list-style-type: none"> <li>• Understanding the causes of events in different times periods and their effects of modern Britain.</li> </ul>	
	Understanding that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'					