Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves

History Progression Grid

	Reception Me (My Family) Our School Southport Beach Mary Anning	Year 1 Prehistoric Britain Kings & Queens Seaside Now & Then (Local Study)	Year2 Antarctic Explorers of the Past Nelson Mandela Anglo Saxons & Vikings	Year 3 Stone Age to Iron Age Ancient Egypt The Shang Dynasty	Year 4 Romans Anglo-Saxons & Vikings The Reign of Charles II-Plague & Fire	Year 5 Ancient Greece The Abolition of Slavery The Victorians (Local Study)	Year 6 World War 1 World War2 The Maya Civilization
Chronological Understanding	Begin to understand the terms of now and then, today, yesterday and tomorrow. Begin to retell what their parents told them about their life-story and family. Compare pictures of a Southport Beach past and present. Compare objects/sources and pictures of old and new items.	Recognise the distinction between past and present. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Recognise a story that is read to them that may have happened a long time ago.	Use the words past and present correctly. Use common words and phrases concerned with the passing of time. Use a range of appropriate words and phrases to describe the past. Order and sequence events and objects. Use a variety of simple historical terms and concepts.	Use relevant historical terms and vocabulary linked to chronology. Use the terms and words BC, AD, time period, decade, century and ancient. Use some dates and historical terms when describing and ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history? Use a timeline within a specific time in history to set out the order things may have happened. Use their mathematical knowledge to work	Use relevant and appropriate historical terms and vocabulary linked to chronology. Use dates and historical terms when ordering events and objects. Use the terms and words BC, AD, era, chronology. Use a timeline to show the chronological order of the Romans, Anglo-Saxons and Vikings, including dates and significant events. Use mathematical skills to round up time differences into centuries and decades Explore links and contrasts within and across different periods of time.	Use dates and appropriate historical terms to sequence events and periods of time. Use the terms and words BC, AD, BCE, CE, continuity, change and legacy. Identify where people, places and periods of time fit into a chronological framework. Produce a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived etc. Use their mathematical skills to work out exact time scales and differences. Describe links and contrasts within and across different periods of time including short-term and long-term time scales.	Use dates and appropriate historical terms to sequence events and periods of time. Use the terms and words BC, AD, BCE, CE, chronology, continuity and change. Use appropriate vocabulary when discussing, describing and explaining historical events. Use dates and a wide range of historical terms when sequencing events and periods of time. Place current study on a time- line in relation to other studies. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

				out when events would have happened. Explore trends and changes over time.			
KNOWLEDGE Events People Changes	Begin to make sense of their own life-story and family's history. Comment on images of familiar situations, people and items in the past. Compare and contrast characters from stories, including figures from the past – Sir Henry Seagrave, Mary Anning.	Understand that we have a Queen and that Britain has had a King or Queen for many years. Retell some simple stories or events from beyond their living memory which are significant, nationally or globally. Identify objects from the past. Describe some changes within their living memory (including aspects of national life where appropriate). Demonstrate simple historical concepts and events through role-play, drawing and writing.	Recognise that their own lives are similar and / or different from the lives of people in the past. Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. (Captain Robert Falcon Scott, Nelson Mandela). Develop awareness of significant historical events, people and places in their own locality. (F J Hooper). Recount some interesting facts from an historical event such as the Vikings being good ship builders. Explain why Britain has a special history by naming some famous events and some famous people Demonstrate simple historical concepts and events through role-play, drawing and writing in greater detail.	Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Demonstrate knowledge of aspects of history significant in their locality. Discuss some historical events, issues, connections and changes. Appreciate that the early people would not have lived the same sort of life as we do. For example, communication and diet. Suggest why certain people acted as they did in history Describe some of the ways the past can be represented. Using knowledge and information which has	Explain how events from the past have helped shape Britain and our lives today. Discuss some historical events, issues, connections and changes. Understand the terms invaders, invasion and settlers and settlement. Appreciate that invasion is a part of British history and has occurred in other parts of the world. Compare differences in transport, culture and religion from those of today. Identify historically significant people and events in different situations e.g. Charles II, Sir Christopher Wren. Using knowledge and information which has been acquired, write in greater length in a variety of ways, such as producing a booklet or writing a letter. Select and organise historical information to present in a range of ways.	Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. (The Abolition of Slavery) Demonstrate knowledge of aspects of history significant in their locality. (Victorians) Describe the aspects of the Transatlantic Slave Trade-The Triangular Trade. Discuss and describe historical events, issues, connections and changes from the different periods. Make comparisons between historical periods including settlement, transport, culture and religion. Appreciate that significant events in history have helped shape the country we have today.	Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. (WW1, WW2) Summarise what Britain may have learnt from past events. Recognise how the consequences of one event, can affect future events. Demonstrate knowledge of aspects of history significant in their locality. Describe key aspects of a non-European society such as the early Maya civilization. Explain the order in which key events happened. Recognise and describe differences and similarities/ changes and continuity between different periods of history.

				been gained, begin to write at greater length. With guidance, organise historical information to present in a range of ways.			
Historical Interpretation Enquiry Using Sources	Begin to recognise that things happened before they were born. Begin to recognise things from the past in a range of sources.	Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which the past can be represented. Begin to understand the ways we find out about the past. Choose parts of stories and other sources to show what they know about the past.	Ask and answer simple questions about the past through observing and handling a range of sources. Begin to understand how evidence is collected and used to make historical facts. Research the life of a famous Briton from the past using different resources to help them. Research the life of someone who used to live in the area using the internet and other sources. Consider why things may change over time. Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events.	Recognise that our knowledge of the past is constructed from different sources of evidence. Use sources to address historically valid questions. Research events from the past. Understand how evidence is collected and used to make historical facts. Through research, identify similarities and differences between given periods in history. Recognise that different versions of past events may exist.	Recognise that our knowledge of the past is constructed from different sources of evidence. Use sources to address historically valid questions and hypotheses. Recognise how sources of evidence are used to make historical claims. Recognise why some events happened and what happened as a result e.g. GFL Communicate knowledge and understanding orally and in writing and offer points of view based upon what has been discovered.	Recognise how our knowledge of the past is constructed from a range of sources. Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Evaluate sources and make simple inferences. Understand that no single source of evidence gives the full answer to questions about the past. Begin to identify primary and secondary sources. Appreciate how historical artefacts have helped us understand more about British lives in the present and past.	Regularly address and sometimes devise historically valid questions and hypotheses. Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Recognise primary and secondary sources. Understand that no single source of evidence gives the full answer to questions about the past. Give some reasons for contrasting arguments and interpretations of the past. Describe a key event from Britain's past, using a range of evidence from sources. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others.