



Progression Grid: History



Historical concepts

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about past and present events in their own lives and in the lives of family members	Describe and discuss historical events beyond living memory	Describe and understand the significance of historical events beyond living memory (nationally or globally)	Compare different eras considering similarities and differences	Extend chronological understanding by exploring a theme over time eg leisure, entertainment	Explore trends, looking at continuity/change and similarity /difference/significance	Examine different aspects of history eg social, cultural, political and religious, in different contexts
Know about similarities and differences between themselves and others, and among families, communities and traditions	Describe significant people from the past	Describe key people from the past who have contributed to national and international achievements and understand their significance	Order key dates on a timeline to demonstrate chronology of British and world history	Understand how Britain has influenced and been influenced by the wider world	Examine different aspects of history eg social, cultural, political and religious	Gain historical perspective by making connections between local, national and international history
	Use a timeline to develop chronological language eg past, present, older, newer	Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods	Examine in depth an aspect of local history from a period beyond 1066	Order key dates on a timeline to demonstrate chronology of British and world history	Gain historical perspective by making connections between local, national and international history	Examine in depth an aspect of local history from a period beyond 1066
	Develop understanding of changes within living memory eg toys, homes, transport	Know about changes within living memory and how they affected changes in national life eg toys, homes, transport			Examine in depth an aspect of local history from a period beyond 1066	Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts

	Develop understanding of local history eg historical events, people and places	Know about local historical events, people and places				
Key vocabulary						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use historical vocabulary eg past, present, long ago, timeline	Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer	Develop a range of historical vocabulary eg artefact, chronology, invade, settle	Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy	Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political	Develop and apply a range of historical vocabulary eg influential, narratives, perspective
Questions						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ask some questions about the past	Ask wide range of questions about the past using parts of stories and sources	Understand what types of question are historically-valid and identify how to find the answer	Regularly generate and answer a range of historically-valid questions about similarities and differences	Address and devise a wide range of historically-valid questions about change and cause	Address and devise a wide range of historically-valid questions about change, cause, impact and significance
Stories and sources						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use artefacts, pictures, stories and online sources to find out about the past	Use range of artefacts, pictures, stories and online sources to answer historical questions	Begin to understand how knowledge of the past is constructed from a range of sources	Understand how knowledge of the past is constructed from a range of sources	Understand how knowledge of the past is constructed from a range of sources	Construct informed responses that involve thoughtful selection and organisation of relevant historical information
	Be introduced to different representations of the past and discuss similarities and differences	Understand different representations of the past by drawing comparisons	Develop understanding of how and why the past is represented in different ways	Understand how and why the past is represented in different ways and explain this	Understand how evidence is used rigorously to make historical claims	Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda

			Select key information from a range of sources to answer an historical question	Select and organise relevant information from a wider range of sources to answer a historical question	Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda	Explain why contrasting arguments and interpretations of the past exist
					Construct informed responses that involve thoughtful selection and organisation of relevant historical information	