



History Progression Grid

The progression grid outlines the specific knowledge and historical skills which pupils are expected to learn within each phase, over a two-year cycle in EYFS, KS1 and KS2, along with the substantive concepts, disciplinary concepts and specific vocabulary which supports the understanding.

Historical Skills		
Skills are progressive and children build upon these across the key stages		
EYFS & KS1	LKS2	UKS2
Sequence Describe Match Recognise Identify Recount Distinguish Compare Find Communicate Discuss	Place Use dates Sequence Find Compare Understand Use evidence look for links Identify Distinguish Look at representations explain evaluate choose questions research use observe select research	make comparisons place recognise study examine compare identify recognise explain illustrate reason link recognise select research give a fluent account conclude



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Chronological Knowledge and Understanding including characteristic features of periods		
<p>At EYFS:</p> <ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Organise events using basic chronology recognising that things happened before they were born • Describe main story settings, events and principal characters • Talk about past and present events in their own lives and in lives of family members 	<p>At Key Stage one:</p> <ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studies fit into a chronological framework • Identify similarities/differences between periods 	<p>At Key Stage two:</p> <ul style="list-style-type: none"> • Continue to develop chronological secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time
Historical Terms eg empire, trade, invasion		
<p>At EYFS:</p> <ul style="list-style-type: none"> • Extend vocabulary especially by grouping and naming, exploring meaning and sounds of new words. 	<p>At Key Stage One:</p> <ul style="list-style-type: none"> • Use a wide vocabulary of every day historical terms 	<p>At Key Stage Two:</p> <ul style="list-style-type: none"> • Develop the appropriate use of historical terms
Interpretation of History		
<p>At EYFS:</p> <ul style="list-style-type: none"> • Comment on pictures, stories, artefacts and accounts from the past explaining similarities and differences 	<p>At Key Stage One:</p> <ul style="list-style-type: none"> • Identify different ways which the past is represented 	<p>At Key Stage Two:</p> <ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this
Historical Enquiry – Using evidence / Communicating Ideas		
<p>At EYFS:</p> <ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer ‘how’ and ‘why’ questions ... in response to stories or events from the past. • Explain own knowledge and understanding, and asks appropriate questions. 	<p>At Key Stage One:</p> <ul style="list-style-type: none"> • Ask and answer questions * • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding 	<p>At Key Stage Two:</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions * • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by ...



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<ul style="list-style-type: none"> • Re-tell their own life-story and family's history • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain • 		<ul style="list-style-type: none"> • Selecting and organising relevant historical information
Continuity and Change in and between periods		
<p>At EYFS:</p> <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time 	<p>At Key Stage One:</p> <ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times 	<p>At Key Stage Two:</p> <ul style="list-style-type: none"> • Describe / make links between main events situations and changes within and across different periods/societies
Cause and Consequence		
<p>At EYFS:</p> <ul style="list-style-type: none"> • Question why things happen and give explanations 	<p>At Key Stage One:</p> <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result 	<p>At Key Stage Two:</p> <ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes
Similarity/Difference within a period/situation (diversity)		
<p>At EYFS:</p> <ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions 	<p>At Key Stage One:</p> <ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society 	<p>At Key Stage Two:</p> <ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Significance of events/people		
<p>At EYFS:</p> <ul style="list-style-type: none"> • Compare and contrast characters and stories including figures from the past 	<p>At Key Stage One:</p> <ul style="list-style-type: none"> • Talk about who was important eg. in a simple historical account 	<p>At Key Stage Two:</p> <ul style="list-style-type: none"> • Identify historically significant people and events in situations



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Overarching Historical Vocabulary			
<p>At EYFS: similarities differences communities traditions past present</p>	<p>At Key Stage One: century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime</p>	<p>At Lower Key Stage Two: era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity</p>	<p>At Upper Key Stage Two: primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade</p>
History Milestones			
Threshold Concept	Milestone 1	Milestone 2	Milestone 3
<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices.



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	<ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<p>order to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections</p>	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.



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		<ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different</p>	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time,



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			<p>representing them, along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events.
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.