

Willow Wood Community Nursery and Primary School History Progression Grid



The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two-year cycle, along with the specific vocabulary which supports this understanding.

Historical Enquiry

	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Skill	<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 Explain own knowledge and understanding, and asks appropriate questions Know that information can be retrieved from books and computers 	<p>E1 - Identify different ways in which the past is represented</p> <p>E2 - Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <p>E3 - Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>	<p>E1 - Identify different ways in which the past is represented.</p> <p>E2 - Ask questions about the past.</p> <p>E3 - Use a wide range of information to answer questions.</p>	<p>E1 - Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>E2 - Ask questions and find answers about the past</p>	<p>E1 - Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>E2 - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>E3 - Investigate own lines of enquiry by posing questions to answer</p>

Historical Interpretation					
	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Skill	<ul style="list-style-type: none"> To listen to stories to find out about things that happened in the past 	I1 - Look at books, videos, photographs, pictures and artefacts to find out about the past.	I1 - Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	I1 - Explore the idea that there are different accounts of history. I2 - Look at different versions of the same event in history and identify differences. I3 - Know that people in the past represent events or ideas in a way that persuades others.	I1 - Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. I2 - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. I3 - Evaluate evidence to choose the most reliable forms
Organisation and Communication					
	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Skill	<ul style="list-style-type: none"> Explain own knowledge and understanding, and asks appropriate questions Children talk about past and present events in their own lives and family members 	O1 - Sort events or objects into groups (i.e. then and now.) O2 - Use timelines to order events or objects. O3 - Tell stories about the past.	O1 - Describe objects, people or events in history. O2 - Use timelines to order events or objects or place significant people.	O1 - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	O1 - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play,

	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	O4 - Talk, write and draw about things from the past.	O3 Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.		storytelling and using ICT. O2 - Plan and present a self-directed project or research about the studied period.
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Chronological Understanding

	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
Skill	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Talk about past and present events in their own lives and in lives of family members. 	C1 - Understand the difference between things that happened in the past and the present. C2 - Describe things that happened to themselves and other people in the past. C3 - Order a set of events or objects C4 - Use a timeline to place important events. C5 - Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young	C1 - Understand and use the words past and present when telling others about an event. C2 - Recount changes in my own life over time. C3 - Understand how to put people, events and objects in order of when they happened, using a scale given by the teacher C4 - Use a timeline to place important events	C1 - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2 - Use a timeline to place historical events in chronological order. C3 - Describe dates of and order significant events from the period studied.	C1 - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2 - Order significant events, movements and dates on a timeline. C3 - Identify and compare changes within and across different periods. C4 - Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

Knowledge and Understanding of Events, People and Changes in the Past

	EYFS	Year 1	Year 2	Lower KS2	Upper KS2
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Skill	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions. Talk about past and present events in their own lives and in lives of family members. 	<p>K1 - Recall some facts about people/events before living memory</p> <p>K2 - Say why people may have acted the way they did.</p>	<p>K1 - Use information to describe the past. Describe the differences between then and now.</p> <p>K2 - Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>K3 - Recount the main events from a significant event in history.</p>	<p>K1 - Use evidence to describe the culture and leisure activities from the past.</p> <p>K2 - Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>K3 - Use evidence to describe buildings and their uses of people from the past</p> <p>K4 - Describe similarities and differences between people, events and artefacts studied.</p> <p>K5 - Describe how some of the things from previous areas of study affect/influence life today.</p>	<p>K1 - Choose reliable sources of information to find out about the past.</p> <p>K2 - Give reasons why changes may have occurred, backed up by evidence.</p> <p>K3 - Describe similarities and differences between some people, events and artefacts studied.</p> <p>K4 - Describe how some of the things studied from the past affect/influence life today.</p> <p>K5 - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>
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Historical Vocabulary

	Key History Vocabulary	Specific Vocabulary	Skills Vocabulary	Other Vocabulary for Age Group
EYFS	A long time ago Same/ different Change People Lives	Past/ now Modern Old New Yesterday	Discuss Questioning Finding out	Order Compare
KS1	History Significant Timeline Order Compare Similar/ Different	Changes within living memory. Change in national life Parents, Grandparents, great grandparents Lifetimes	Observation Sequence Contrast Research Using sources	Modern Past/ present/ future Memory Information Similarity, difference Memorial

	<p>Fact/ opinion Artefact Event Source Evidence Changes Invention Question Cause Consequences Reason Connections Century/ decade Living memory Different periods of time</p>	<p>Way of life Home life Transport Materials Leisure Events beyond living memory Significant nationally Significant globally Commemorate Anniversaries Remembrance Key features of events Parliament Significant individuals Contribution National International Achievements Aspects of life Monarch Reign Coronation Explorer Inventor Significant historical events, people and places in own locality Local Impact Museum Buildings</p>	<p>Timeline Research using different resources Questioning Discussion Compare and contrast Making connections Making conclusions</p>	<p>Monument</p>
LKS2	<p>As above plus... Chronological Millennium</p>	<p>Changes from the Stone Age to Iron Age Britain</p>	<p>As above plus... Interpretation Facts/opinion</p>	<p>As above plus... Achievements Process of change</p>

	<p>Century/ decade BC/ BCE AD/ CE Era Time period Similarities differences Prehistoric Evidence Primary/secondary sources Ancient Modern Archaeology Archaeologist Contrasts Trends over time Influence Significant Impact</p>	<p>Temporary/ permanent Palaeolithic Hunter-gatherers Mesolithic Neolithic Early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms Achievements of the earliest civilizations – Civilizations Irrigation Ancient Sumer; Indus Valley; Ancient Egypt; Mummification Pyramid Shang Dynasty of Ancient China Ancient Greece Western world Democracy Philosophy Olympic Games Athens Parthenon Acropolis Roman Empire and impact on Britain Julius Caesar Claudius</p>	<p>Evidence Chronology - Constructing a timeline Ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning Frame Historically-valid Draw contrasts Analyse trends,</p>	<p>Landscape Settlements Empire Diversity societies Slave Citizen Dynasties Relationship Identity challenges Influence Reveal Technology Climate Travel Road system Trade Art and culture Overview Connections Regional, national and international Constructed Architecture Religion Worship Sacrifice Beliefs Temples Senate Inventions Peace Power Conquer Laws Justice Medicine</p>
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		invasion Conquest resistance Boudica Romanisation Hypocaust Viaduct /aquaduct Gladiator Coliseum Amphitheatre Hadrian's wall		Leisure Baths Theatre Myths Legends Education Prosperity Wealth
UKS2	As above plus... Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Legacy Modern British Values Laws	Britain's settlement by Anglo-Saxons and Scots Dark ages Christian conversion Canterbury, Iona and Lindisfarne Sutton Hoo Viking and Anglo-Saxon struggle for the Kingdom of England Raids Resistance Danegeld Alfred the Great Athelstan Edward the Confessor A non-European society that provides contrasts with British history c. AD 900 Advanced civilisations Mayan civilization Mesoamerica	As above plus... Deduction Inference Organising information Chronology Comparison Observation Discussion Research Reflection Interpretation Questioning – Historically valid, Perceptive questions Investigate Forming conclusions Making links. Historical perspective Judgement. Contrasting arguments and interpretations	As above plus... Invasions Expansion Kingdoms Settlements Village life Peasantry Hierarchy Laws and justice Withdrawal Contexts Cultural Economic Military Political Religious Social history; short- and long-term timescales. Civilization Gender Period/ era Achievements Influence Scholars

		<p>Codex Chichen Itza Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (N.B. depends on the aspect or theme selected.) Long arc of time Legacy turning point A local history study (N.B. depends on the aspect/ area)</p>		<p>Dynasties Symbolic Renowned Conquer Civilisation Comparison Calendar Astronomy Observatory Wisdom Community Impact Merchants Archaeologists Complexity</p>
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