



## History Progression Grid



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 &amp; 2</b> <b>Cycle A</b>	Fire and fireworks	Compare London & Madagascar	Medical Heroes	People & their communities	My family history	Investigating India
<b>Year 1 &amp; 2</b> <b>Cycle B</b>	Warwick Castle	Countries, cities & seas of the UK	Queen Victoria	Local Area	Travel & transport	Continents, Oceans and weather of the world
<b>Year 3 &amp; 4</b> <b>Cycle A</b>	Stone Age	Local Area	Ancient Greece	Eastern Europe	Maya Civilization	Compare UK to South America
<b>Year 3 &amp; 4</b> <b>Cycle B</b>	Ancient Egypt	Our World	Anglo Saxons & Vikings	The UK	The Roman Empire	Natural Disasters
<b>Year 5 &amp; 6</b> <b>Cycle A</b>	WW2	Mountains of world	Tudors (Ancient Greece 2023)	Rivers and coasts	How life has changed during the reign of Queen Elizabeth I	Biomes and climate change
<b>Year 5 &amp; 6</b> <b>Cycle B</b>	WW1 (Maya for Y6 2023)	Sustainability	Victorians	Local Area	Powerful Activists	Trade Links

<b>Chronological understanding</b>  <b>HO1</b>	Year 1	<ul style="list-style-type: none"> <li>Describe things that happened to themselves and other people in the past</li> <li>Order a set of events or objects based on when they happened</li> <li>Group objects based on similarities and differences of things in the past and present</li> </ul> <p>Understand the difference between things that happened in the past and the present</p>
	Year 2	<ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event</li> <li>Describe things that happened to themselves and other people in the past and present their findings</li> <li>Understand how to put people, events and objects in order of when they happened, using a timeline</li> <li>Develop understanding of the term 'chronological' when discussing timelines</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE</li> <li>Describe and order significant events within the period studied and compare to present day, using dates</li> <li>Use a timeline to place historical periods and events in chronological order and give reasons for their order</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Begin to identify the short-term impact of significant events</li> <li>Understand that a timeline can be organised into BC/AD, BCE/CE and eras</li> <li>Use mathematical skills to help work out the time differences between certain major events in history</li> <li>Describe and order significant events and dates on a timeline using prepositional language</li> <li>Describe significant events within a period of history and how they have evolved over time</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Make connections between time periods within British history and the wider world, constructing a detailed timeline, using mathematical skills to work out time scales</li> <li>Explain how significant events and dates have impacted on a period of time</li> <li>Research and explain the origins of a concept and its development through time</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Draw parallels and conclusions between time periods within British history and the wider world, explaining when they occurred within a decade</li> <li>Independently place features of historical events and people from past societies and periods in a chronological framework</li> <li>Identify and compare changes within and across different periods.</li> <li>Argue how a historical concept can have both continuity and change and the impact of this on society</li> </ul>
<b>Understanding of events, people and changes in the past</b>  <b>HO2</b>	Year 1	<ul style="list-style-type: none"> <li>Recall some facts about people/events within living memory</li> <li>Understand how a location has changed over time</li> <li>Describe how a significant person from the past has contributed to society</li> <li>Describe how a significant person from the present has contributed to society.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Use information given to describe events and people beyond living memory</li> <li>Compare and contrast the differences within a locality, over time</li> <li>Give reasons why a significant person in the past may have made decisions in order to bring about change</li> <li>Give examples of how their lives are different to the lives of others in the past</li> </ul>
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	Year 4	<ul style="list-style-type: none"> <li>Research what life was like and the key features of a given time period</li> <li>Identify similarities and differences between social classes and the causes behind them</li> <li>Identify reasons for and results of people's actions in the past and the explain the impact on modern day life</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Research and evaluate what life was like and the key features of a given time period</li> <li>Identify similarities and differences between social classes and the causes behind them, within and between time periods</li> <li>Give own reasons why changes may have occurred, backed up by evidence</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Research and formulate an opinion about what life would have been like and the key features of a given time period</li> <li>Analyse trends between different social classes and the causes behind them, within and between time periods</li> <li>Create a structured account of a past event, from multiple perspectives</li> </ul>

<b>Historical Enquiry And Interpretation</b>  <b>HO3</b>	Year 1	<ul style="list-style-type: none"> <li>• Explore the different ways in which the past is represented</li> <li>• Explore events, look at pictures, objects and artefacts and ask questions to compare</li> <li>• Look at books, videos, photographs, pictures and artefacts to build a picture about the past</li> <li>• Ask and answer questions about old and new objects</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Recall different ways in which the past is represented</li> <li>• Ask questions and find out answers about the past</li> <li>• Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past</li> <li>• Identify the difference between primary and secondary sources</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Use primary and secondary sources as evidence about the past</li> <li>• Ask questions and find answers about the past from a range of sources</li> <li>• Explore the idea that there are different accounts of history and why they exist</li> <li>• Suggest why certain events happened as they did in history</li> <li>• Recognise the part that archaeologists have had in helping us understand more about the past</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Analyse and evaluate primary and secondary sources to collect evidence about the past</li> <li>• Ask questions and find answers about the past, from a range of sources, evaluating the reliability</li> <li>• Look at different versions of the same event in history and identify differences, in order to formulate a hypothesis</li> <li>• Know that people in the past represent events or ideas in a way that persuades others</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Compare and contrast primary and secondary sources to collect evidence about the past</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>• Investigate own lines of enquiry by posing probing questions to answer</li> <li>• Know that people in the past could also have a point of view and that this can affect interpretation.</li> <li>• Give reasons why there may be different accounts of history</li> <li>• Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment</li> <li>• Pose a historical hypothesis using primary and secondary sources to reach a reasoned conclusion</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</li> <li>• Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others</li> <li>• Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints</li> <li>• Create a historical account, using existing primary and secondary sources as evidence</li> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</li> </ul>
<b>Communication</b>  <b>HO4</b>	Year 1	<ul style="list-style-type: none"> <li>• Tell stories and experiences about the past</li> <li>• Talk, write, draw and role play events and people from the past</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Describe objects, people or events in history, building on others' ideas and discussions</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Present opinions that are contradictory to their own</li> <li>• Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions coherently</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Structure a detailed argument or complex narrative on a period of time</li> <li>• Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Structure talk and debate in both formal and informal ways by grouping arguments by theme</li> <li>• Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support</li> </ul>

<b>Greater Depth</b>	Year 1	<ul style="list-style-type: none"> <li>• Give reasons why a story was set in the past</li> <li>• Explain why certain objects were different in the past</li> <li>• Ask relevant questions, using artefacts provided</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Use a timeline to order objects or events chronologically using dates</li> <li>• Research the past using multiple sources to find relevant information</li> <li>• Explain why different accounts of the past may vary</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Use mathematical knowledge to work out how long-ago events happened</li> <li>• Describe and explain events using cause and effect</li> <li>• Begin to use more than one source of information to bring together a conclusion about a historical event</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Use mathematical skills to round up time differences into centuries and decades</li> <li>• Communicate knowledge and understanding offering points of view based on their research</li> <li>• Recognise that people's way of life in the past was dictated by a variety of factors</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Explain how major events have impacted on our lives, such as medicine, technology and natural disasters</li> <li>• Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past</li> <li>• Explore mankind's greatest follies from a specific time period</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Compare the advancements from two different time periods</li> <li>• Suggest relationships between causes in history</li> <li>• Compare mankind's greatest follies from one or more time periods</li> </ul>