

Hagley Primary School - History progression grid



Year Group	NC content	Skills
Reception	<p>Talk about past and present events in their own lives and in the lives of family members</p> <ul style="list-style-type: none"> - Understand that there is vocabulary that refers to the past and the present - Begin to understand that things change over time and that life existed before they were born - Begin to understand that those who are older can remember further back in time 	
Year 1	<p>Changes in living memory</p> <ul style="list-style-type: none"> - To know where they fit in within their own timeline - Develop language that refers to the past and the present <p>Local history study</p> <ul style="list-style-type: none"> - Compare and contrast the life of those from the past and the modern lives of today - Begin to analyse sources to gather information about the past and develop questions to ask to further their knowledge 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Use vocabulary such as present, past, previously, nowadays <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Sequence events in their life e.g. retell an event from their life using a timeline/map • Recognise past and present and sequence events in time order (cross curricular) <p><u>Historical knowledge</u></p> <ul style="list-style-type: none"> • Recount basic details when told a story about the past <p><u>Interpretations</u></p> <ul style="list-style-type: none"> • Compare adults talking about the past and some of the problems surrounding this e.g. age and forgetting (reliability) <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> • Find answers to simple questions using historical sources e.g. what did the women wear to the circus?
Year 2	<p>Lives of significant historical figures who have contributed to national and international events</p> <p>A Key event in history</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Understand the terms BC and AD <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Describe memories of key events in their lives • Sequence events on a short timeline, including people and events

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		<p><u>Historical knowledge</u></p> <ul style="list-style-type: none"> • Retell a significant event using taught key words and names • Identify some relevant causes and effects - why people did things and what happened as a result <p><u>Interpretations</u></p> <ul style="list-style-type: none"> • Compare two versions of the same event including written, visuals and objects and say which was the most useful • Explain why an event is significant and what this means <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> • Observe and handle sources to ask questions • Choose a source to answer a historical question
Year 3	<p><i>Stone Age to Iron Age Britain</i> <i>Hunter gatherers and early farmers</i> <i>Iron age hill forts</i> <i>Bronze age religion, technology and travel</i> Roman Britain <i>Roman Empire and impact on Britain</i> Mayan civilisation (non-European society)</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Continue to use BC and AD across their topics, particularly the Romans <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Sequence a number of events and objects using period labels e.g. Stone Age, Iron Age, Bronze Age • Place the time period studied on a blank timeline to show the passage of time from where they are now <p><u>Historical knowledge</u></p> <ul style="list-style-type: none"> • Make statements about the changes seen within a time period • Understand and explain why people did things in certain ways e.g. farming and tools • Identify the reasons for people's actions e.g. why did the Romans invade Britain? <p><u>Interpretations</u></p>

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		<ul style="list-style-type: none"> Identify reasons why the past is represented in different ways e.g. why there is no written evidence during the Stone Age. <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> Compare different sources (written, visual and object) about the same theme.
Year 4	<p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <p>Recall and identify key people, places and events of the Viking invasion</p> <p>To sequence events in chronological order</p> <p>To understand how the Anglo-Saxons influenced modern Britain</p> <p>Use sources to research a key historical figure</p> <p>Achievements of the earliest civilisations</p> <p>Ancient Egypt (crossover study with year 5)</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Use and understand the term century e.g. 12th Century <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Place the events studied on a labelled period timeline and recognise areas of previous study <p><u>Historical knowledge</u></p> <ul style="list-style-type: none"> Explain the effect of an event on people and places e.g. the impact of the Vikings and link with Roman invasion from Y3 <p><u>Interpretations</u></p> <ul style="list-style-type: none"> Comment on the reasons for differences in accounts and the reliability of a source e.g. X is anti-monarch so he paints the king in a bad light whereas Y is a royal advisor so has to be positive <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> Choose from a range of source material to present an aspect of life in the past Ask questions about a time period (Egyptians) and research the answers
Year 5	<p>An aspect of local history</p> <p>Extended chronological study beyond 1066</p> <p>WWI</p> <p>Achievements of the earliest civilisations</p> <p>Shang Dynasty</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Distinguish between primary and secondary Continue to use century in relation to their learning e.g. at the turn of the century <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Relate the study of ancient civilisation to times they have already studied

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		<p><u>Historical knowledge</u></p> <ul style="list-style-type: none"> • Examine the cause, effect and impact of an event on a period, including its subsequent developments e.g. War and the Suffragette movement. • Make comparisons about their locality in relation to the past and explain why these differences occur <p><u>Interpretations</u></p> <ul style="list-style-type: none"> • Describe the purpose of some pieces of evidence and the issues surrounding its reliability e.g. propaganda and censoring of letters • Consider ways to check the accuracy of interpretations - is it fact, fiction or opinion? <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources and the strengths and weaknesses of both • Select relevant information from their research • Reach a conclusion to an enquiry based on evidence e.g. Who was Lady Fu Hao of the Shang Dynasty?
Year 6	<p>Ancient Greece Extended Chronological study WW2 and crime and punishment,</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Understand the difference between century and decade <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Place current studies on a timeline, including other studies previously taught • Sequence key events, objects and people within the topic covered e.g. WWII timeline <p><u>Historical knowledge</u></p> <ul style="list-style-type: none"> • Compare beliefs and behaviour across time periods and how this has had an impact on the time (crime and punishment) <p><u>Interpretations</u></p>

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		<ul style="list-style-type: none">• Explain why a society, person or event has significance e.g. what is the significance of the Greek's achievements? Do the Greeks matter?• Offer reasons for different versions of events and suggest which is most accurate and why <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none">• Compare, link and choose sources together to reach a conclusion or create a fluent account
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