

Hagley Primary School – History progression grid



| Year Group | NC content | Skills |
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| EYFS | <p>Talk about past and present events in their own lives and in the lives of family members e.g. family members to come to school to discuss how life has changed.</p> <ul style="list-style-type: none"> - Understand vocabulary past and the present - Begin to understand that things change over time and that life existed before they were born <p>Begin to understand that those who are older can remember further back in time e.g. discussion with family members</p> | |
| KEY STAGE 1 | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | |
| Year 1 | <p><u>Toys</u></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 - Aspects of changes in national life - toys <p><u>Rowland Hill</u></p> <ul style="list-style-type: none"> - Compare and contrast the life of those from the past and the modern lives of today e.g. how was post sent before the work of Rowland Hill. | <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Use vocabulary such as present, past, timeline, significant/significance, sequence, reliability, sources <p><u>Chronological understanding (including change and continuity)</u></p> <ul style="list-style-type: none"> • Describe memories of key events in their lives • Sequence events in their life e.g. retell an event from their life using a timeline • Recognise past and present and sequence events studied in time order e.g. Great Fire of London or Explorers • How did the work of Rowland Hill contribute to national and international achievements and change? <p><u>Historical knowledge (including cause and consequence, similarity and difference)</u></p> |

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| | <ul style="list-style-type: none"> - Begin to analyse sources to gather information about the past and develop questions to ask to further their knowledge e.g. the letter tells us that... <p><u>Explorers</u></p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally - Lives of significant historical figures who have contributed to national and international events (Captain Scott, Neil Armstrong and Christopher Columbus focus on theme of exploration) | <ul style="list-style-type: none"> • Recount basic details when told a story about the past e.g. Great Fire of London and Explorers <p><u>Interpretations (including significance)</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) • Simply state why a person or event is significant e.g. Rowland Hill and impact of his work. Answer enquiry question. <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> • Find answers to simple questions using historical sources (children to be introduced to the term 'source') • Distinguish photographs from pictures e.g. evidence collected from Explorers • Identify different types of sources e.g. statue, letter, photo (term 'sources' to be used and evidenced in books- do not need to define primary or secondary) |
| Year 2 | <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally (Great Fire of London) - Lives of significant historical figures who have contributed to national and international events (Guy Fawkes) <p><u>Battle of Hastings (1066 AD)</u></p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally (Battle of Hastings) | <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Confidently use vocabulary such as present, past, timeline, significant/significance, sequence, reliability, primary and secondary sources (evidenced in books/quick writers/retrieval) <p><u>Chronological understanding (including change and continuity)</u></p> <ul style="list-style-type: none"> • Sequence a series of events in a historical story e.g. Great Fire of London timeline showing the events and what happened • Retell a significant event using taught key words and names <p><u>Historical knowledge (including cause and consequence, similarity and difference)</u></p> |

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| | <ul style="list-style-type: none"> - Lives of significant historical figures who have contributed to national and international events (William the Conqueror) <p><u>Guy Fawkes</u></p> <ul style="list-style-type: none"> - Lives of significant historical figures who have contributed to national and international events (Guy Fawkes) <p><u>Flight</u></p> <ul style="list-style-type: none"> - Lives of significant historical figures who have contributed to national and international events (Guy Fawkes) - Aspects of changes in national life (Clothes, transport, shops, schools, toys homes) | <ul style="list-style-type: none"> • Identify some relevant causes and consequence – why people did things and what happened as a result e.g. Why did Guy Fawkes want to blow up parliament? What was the consequence of this? • Recognise similarities and differences such as then/now involving people, events and places e.g. how has London changed? How does it compare to 1666? <p><u>Interpretations (including significance)</u></p> <ul style="list-style-type: none"> • Compare two versions of the same event including written, visuals and objects and suggest why they might be the same or different e.g. Protestants vs Catholics • Explain why an event is significant and what this means e.g. Great Fire of London impact on houses and polar expedition impact <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> • Understand that there are primary and secondary sources (introduce term and provide examples. Evidenced in books) • Observe and handle sources to ask questions e.g. photographs, recounts, letters and maps • Use a source to answer a historical question e.g. provide the children with a source and a question, children to then use the information to answer an enquiry question |
| KEY STAGE 2 | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> | |
| Year 3 | <p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> | <p><u>Vocabulary</u></p> |

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| <ul style="list-style-type: none"> - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture - <p><u>The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity - The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. | <ul style="list-style-type: none"> - Use BC and AD across their topics. Confidently use vocabulary such as present, past, timeline, significant/significance, sequence, reliability, primary and secondary sources (evidenced in books/quick writers/retrieval) time period, theory, archaeologist, evidence <p><u>Chronological understanding (including change and continuity)</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 (ensure timeline includes times and title) • Recognise timelines can have different lengths and sequence events on a short timeline, including people and events e.g toilet roll timeline • Place the time period studied on a blank timeline to show the passage of time from where they are now e.g toilet roll timeline • Make statements about the changes seen within a time period e.g. Stone Age to Iron Age Britain. Children to conclude work using this. <p><u>Historical knowledge (including cause and consequence; similarity and difference)</u></p> <ul style="list-style-type: none"> • Understand and explain why people did things in certain ways e.g. farming and tools. Hunter-gatherers. • Use evidence to describe the past e.g. way of life or clothes e.g. lessons broken down into houses, food, life etc. • Identify the reasons for people's actions e.g. why did the Romans invade Britain? <p><u>Interpretations (including significance)</u></p> <ul style="list-style-type: none"> • Identify that there are different theories for what has happened in the past e.g. reasons for Stonehenge • Give reasons for which theories they think are most likely e.g. build upon Stonehenge theories and conclude ideas |
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| | | <ul style="list-style-type: none"> Identify why people might be viewed in different ways e.g. Boudicca from different perspectives <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> Compare different primary and secondary sources (written, visual and object) from the same time period. Identify different periods have different primary sources e.g. Stone Age has limited primary sources and the reasons for this Describe the work of an archaeologist |
| Year 4 | <p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne <p><u>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</u></p> <ul style="list-style-type: none"> Ancient Egyptians | <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Use and understand the term century e.g. 12th Century Use BC and AD across their topics. Confidently use vocabulary such as present, past, timeline, significant/significance, sequence, reliability, primary and secondary sources, time period, theory, archaeologist, evidence. Distinguish between primary and secondary sources (define what they are and provide examples) <p><u>Chronological understanding (including change and continuity)</u></p> <ul style="list-style-type: none"> Place the events studied on a labelled period timeline and recognise areas of previous study (timeline to show previous learning KS1 and Year 3 evidenced in books) Order a sequence or event studied e.g. Invasion of Britain Summarise the key changes in a period of history e.g. how did Britain change from the Romans to the Vikings? Identify some areas of continuity across a period studied e.g. what remained the same? <p><u>Historical knowledge (including cause and consequence, similarity and difference)</u></p> |

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| | | <ul style="list-style-type: none"> • Explain the consequence of an event on people and places e.g. the impact of the Vikings and link with Roman invasion from Y3 • Identify the causes of events in history e.g. the arrival of the Vikings in Britain and some of the motives behind this <p><u>Interpretations (including significance)</u></p> <ul style="list-style-type: none"> • Look at different versions of the same event in history and identify the differences and why these may occur e.g. the attack on Lindisfarne • Begin to discuss the reliability of primary and secondary sources. Evaluate this and draw conclusions. <p><u>Historical enquiry and evidence</u></p> <ul style="list-style-type: none"> • Distinguish between primary and secondary sources with increasing independence • Ask and answer a question about a time period (Egyptians) and research the answer using documents, printed sources, the internet, pictures, photographs and textbooks (library resources) as evidence about the past (evidence in books) • Study the work of a significant archaeologist e.g. Howard Carter fact file |
| Year 5 | <p><u>Worcester Civil War</u></p> <ul style="list-style-type: none"> • A local history study <p><u>Shang Dynasty</u></p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. | <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Confidently use vocabulary such as century, BC and AD, present, past, timeline, significant/significance, sequence, reliability, primary and secondary sources, time period, theory, archaeologist, evidence. Understand terms such as civilisation, propaganda, society, contemporary. <p><u>Chronological understanding (including change and continuity)</u></p> <ul style="list-style-type: none"> • Relate the study of ancient civilisation to times they have already studied (Ancient Egyptians) |

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| | | <ul style="list-style-type: none"> • Make use of multi-dimensional timelines e.g. World and British history timeline Mayans/Romans/Egyptians evidenced in books and noted by children. • Recognise that change does not always mean progress and that there are differences between change, progress and development <p><u>Historical knowledge (including cause and consequence; similarity and difference)</u></p> <ul style="list-style-type: none"> • Examine the cause and consequence of an event on a period • Make comparisons about their locality in relation to the past and explain why these differences occur • Identify the similarities and differences of the experiences of people at the time • Compare and contrast new periods studied with previous periods e.g. compare Mayans and Egyptians • Recognise that not all history has been fair to all people and groups. Sometimes this is deliberate and at other times accidental. <p><u>Interpretations (including significance)</u></p> <ul style="list-style-type: none"> • Describe the purpose of some pieces of evidence and the issues surrounding this e.g. propaganda and the fact that people can represent events or ideas in a way that persuades others. • Consider ways to check the accuracy of interpretations e.g. pictures and films – is it fact, fiction, opinion or for a purpose? • Offer reasons for different interpretations of events and recognise that not all the sources from the past can be trusted. We always need to be careful when using any evidence from the past, e.g. it can be inaccurate, incomplete, unfair. With care, however, we can make some use of all information – it always tells us something about the past. <p><u>Historical enquiry and evidence</u></p> |
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| | | <ul style="list-style-type: none"> Define and analyse primary and secondary sources and the strengths and weaknesses of both. Consider the reliability of a primary source compared to a secondary source. Use archive materials to research and describe the advantages and disadvantages of these. (reach a conclusion 'Think like a Historian') Reach a conclusion to an enquiry based on their own selection of evidence. |
| Year 6 | <p><u>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century <p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><u>WW2 and Battle of Britain</u></p> | <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Understand the difference between century and decade. Confidently use vocabulary such as century, BC and AD, present, past, timeline, significant/significance, sequence, reliability, primary and secondary sources, time period, theory, archaeologist, evidence. Understand terms such as civilisation, propaganda, society, contemporary. Reliability, validity. <p><u>Chronological understanding (including change and continuity)</u></p> <ul style="list-style-type: none"> Place current studies on a timeline, including other studies previously taught (evidenced in books. Use of multi-dimensional timeline) Sequence key events, objects and people within the topic covered e.g. Ancient Greece and Crime and Punishment <p><u>Historical knowledge (including cause and consequence, similarity and difference)</u></p> <ul style="list-style-type: none"> Compare and contrast beliefs and behaviour across time periods and how this has had an impact on the time (crime and punishment) Identify changes and areas of continuity across a wider period of time (WWI compared to WW2) <p><u>Interpretations (including significance)</u></p> <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? |

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| | <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | <ul style="list-style-type: none"> • Offer reasons for different interpretations of events and recognise that not all the sources from the past can be trusted. We always need to be careful when using any evidence from the past, e.g. it can be inaccurate, incomplete, unfair. With care, however, we can make some use of all information – it always tells us something about the past. <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 (evidence in books throughout topic) • Use a range of evidence (both primary and secondary) to produce a presentation to an enquiry (final question) • Recognise there is a difference between a source and evidence. |
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