



## HISTORY PROGRESSION GRID

In History our pupils are encouraged to question their understanding of the past. History develops skills in critical thinking, sifting information and comparing past and present. Our children learn to make links with today's society and consider the impacts of people and events. Without History, there would be no future! At Leadgate Primary school, our aim is to ensure that learning is meaningful and memorable. We intend to build on the children's vocabulary and skills as they progress through school. Children are encouraged to read and analyse different sources of evidence to gain a further insight into History. We aim for our pupils to have excellent knowledge of local history and understand how their locality has changed through the ages. They are therefore able to make relevant, real life links to the history around them in their city. It also develops their cultural, moral and social understanding of themselves as citizens.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

|            |                      | EYFS  | Year 1   | Year 2  | Year 3   | Year 4  | Year 5  | Year 6   |
|------------|----------------------|---|--|---|--|---|---|--|
| COMPARISON | Compare and contrast | Looks closely at similarities, differences, patterns and change in nature.                            | Identify similarities and differences between ways of life within living memory. | Describe what it was like to live in a different period.                          | Explain the similarities and differences between two periods of history.   | Compare and contrast two civilisations.   | Compare and contrast an aspect of history across two or more periods studied. | Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. |
|            | Everyday life        | Knows about similarities and differences in relation to places, objects, materials and living things. | Describe an aspect of everyday life within living memory.                        | Describe the everyday lives of people in a period within or beyond living memory. | Describe the everyday lives of people from past historical periods. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the Romanisation of Britain, including the impact of technology, culture and beliefs. | Describe the Romanisation of Britain including the impact of technology, culture and beliefs. Create an in-depth study of an aspect of British history beyond 1066. Explain how artefacts provide evidence of everyday life in the past | Explain how everyday life changed for people after invasion.                  | Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.          |
| HUMAN KIND | Hierarchy and power  | Knows that we have a King in the UK.  | Describe the role of a monarch.  | Describe the hierarchy of a past society.   | Describe the roles of tribal communities and explain how this influenced everyday life.  | Describe the hierarchy and different roles in ancient civilisations.  |   | Describe and explain the significance of a leader or monarch. Describe how the resistance,               |

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|        | Civilisations    |   |   |  | Describe the hierarchy and different roles in past civilisations. Ancient Rome had a clear hierarchy. Describe the significance and impact of power struggles on Britain.  |   | refusal or rebellion of individuals, groups and civilisations can affect a society or practice.   |  |
|        |                  |   |   |  | Describe how past civilisations or people in Britain developed during the Stone Age, Iron Age and Bronze Age. Describe the achievements and influence of the ancient Romans on the wider world. Describe ways in which human invention and ingenuity have changed how people live. | Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). Describe the significance and impact of power struggles on Britain. | Describe the achievements and influence of the ancient Greeks on the wider world. Study a feature of a past civilisation or society. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). | Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Describe some of the greatest achievements of mankind and explain why they are important. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). |
| CHANGE | Change over time | Talks about past and present events in their own life and in the lives of family members. | Describe changes within or beyond living memory.            | Describe how an aspect of life has changed over time.                        | Summarise how an aspect of British or world history has changed over time.   | Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them   | Frame historically valid questions about continuity and change and construct informed responses.  | Describe the causes and consequences of a significant event in history   |
|        | British History  |   | Describe a significant historical event in British history. | Describe and explain the importance of an individual's achievements.         | Describe how a significant event or a significant person in British history changed or influenced how people live today.   | Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Explain the cause, consequence and impact of invasion and settlement in Britain. Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left   | Create an in-depth study of an aspect of British history beyond 1066.   | Debate the significance of a historical person, event, discovery or invention in British history.  |
|        | Chronology       | Sequence a familiar story or event.   | Order information on a timeline.                            | Sequence details about an event beyond living memory in chronological order. | Sequence dates and information from several historical periods on a timeline.  | Sequence significant dates about events within a historical time period on historical timelines.  | Sequence, and make connections between, periods of world history on a timeline.   | Articulate and present a clear, chronological world history narrative within and across historical periods studied.  |

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| SIGNIFICANCE | Significant events    | Talks about past and present events in their own life and in the lives of family members.             | Identify some key features of a significant historical event beyond living memory.  | Explain why an event from the past is significant.  | Explain the cause and effect of a significant historical event. The causes of a significant event are the things that make the event happen and directly lead up to the event. | Explain in detail the multiple causes and effects of a significant historical event.   | Explain why an aspect of world history is significant.   | Present a detailed historical narrative about a significant global event.  |
|              | Significant people    | Knows that we have a King in the UK.  | Understand the term significant and explain why a significant individual is important.  | Use historical models to make judgements about significance and describe the impact of a significant historical individual. | Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.   | Construct a profile of a significant leader using a range of historical sources.   | Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.                            | Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.                  |
| CREATIVITY   | Report and conclude   | Creates representations of real-life ideas, events, people and objects.                               | Create stories, pictures and role play about historical events, people and periods  | Present historical information in a simple non-chronological report, fact file, story or biography                          | Make choices about the best way to present historical accounts and information.  | Present a thoughtful selection of relevant information in a historical report or in-depth study.   | Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.   | Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.  |
|              | Communication         | Talks about past and present events in their own life and in the lives of family members.             | Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). | Use the historical terms year, decade and century.  | Use historical terms to describe different periods of time.  | Use more complex historical terms to explain and present historical information.   | Articulate and organise important information and detailed historical accounts using topic related vocabulary.   | Use abstract terms to express historical ideas and information.  |
| PLACE        | Local history         | Makes observations of animals and plants and explains why some things occur, and talks about changes. | Describe important events in the school's history.  | Describe, in simple terms, the importance of local events, people and places.   | Analyse a range of historical information to explain how a national or international event has impacted the locality.  | Describe and explain the impact of a past society on a local settlement or community   | Investigate evidence of invasion and settlement in the locality.   | Present an in-depth study of a local town or city, suggesting how to source the required information.  |
| MATERIALS    | Artefacts and sources |   | Use a range of historical artefacts to find out about the past.   | Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it                     | Make deductions and draw conclusions about the reliability of a historical source or artefact.   | Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. | Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments | Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias. |