



BARNFIELDS PRIMARY SCHOOL: HISTORY PROGRESSION GRID

SUBJECT CONTENT	
<p><i>In Key Stage 1 pupils should be taught:</i></p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. • significant historical events, people and places in their own locality. 	<p><i>In Key Stage 2 pupils should be taught:</i></p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age. • the Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • a local history study [a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality] • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Chronological Understanding	
Skills	
Year 1	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases such as: <i>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.</i>
Year 2	Understand and use the words past and present when telling others about an event. Recount changes in their own life over time. Understand how to put people, events and objects in order of when they happened, using a scale given by the teacher. Use a timeline to place important events.
Year 3	Place the time period studied on a timeline Understand that a timeline can be divided into BC and AD Use dates and terms related to the study unit and passing of time Sequence several events or artefacts
Year 4	Place events from period studied on timeline Use terms related to the period and begin to date events Describe the main changes in a period in history
Year 5	Know and sequence key events of time period studied Use relevant terms and period labels Describe the main changes in a period in history. Make comparisons between different times in the past.
Year 6	Place current study on timeline in relation to other studies. Identify and compare changes within and across different periods. Make comparisons between time periods and appreciate that some ancient civilisations showed advancements greater than people who lived after them.



Knowledge and understanding of events, people, and changes in past	
Skills	
Year 1	Recall some facts about people/events before living memory Say why people may have acted the way they did.
Year 2	Use information to describe the past Describe the differences between then and now Begin to explain why people in the past may have acted in the way they did Recount the main events of a significant historical event.
Year 3	Use evidence to find out about the way of life, clothing and actions of people in the past. Begin to examine why events happen. Begin to understand how life can change through time.
Year 4	Use evidence to find out about the way of life and actions of people in the past. Examine why events happen. Describe similarities and difference between people, events and artefacts studied. Describe how things I have studied from the past are significant/influence life today.
Year 5	Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Year 6	Use evidence critically to find out about the way of life and actions of people in the past. Give reasons why events happen and support with evidence. Describe similarities and difference between people, events and artefacts studied. Describe how things I have studied from the past are significant/influence life today. Make links/comparisons between the feature of past societies (religion, housing, society, technology)

Historical Enquiry and Interpretation	
Skills	
Year 1	Ask and answer simple questions about old and new objects Give a plausible explanation for use of an object
Year 2	Ask questions about the past. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Understand that information can be learned from a range of sources – objects, pictures, photographs and eyewitnesses.
Year 3	Ask questions and find answers about the past Use a range of sources to find out about a period (documents, pictures, photographs, maps, artefacts, historic buildings) Select and record information relevant to the study Begin to understand the idea that there are different accounts of history
Year 4	Use evidence to build up a picture of a past event (documents, pictures, eyewitness statements, photographs, maps, artefacts, historic buildings, museum visits) Choose relevant material to present a picture of one aspect of life in time past Understand that there are different versions of an event in history and identify differences
Year 5	Use evidence to build up a picture of the past (documents, pictures, eyewitness statements, photographs, maps, artefacts, historic buildings, museum visits) Understand that there can be more than one version of an event and begin to suggest reasons why there are different viewpoints. Choose reliable sources or suggest how to check the reliability of a source. Identify when some evidence may contain opinion misinformation about the past. Research a significant event or person.
Year 6	Use a wide range of evidence to build up a picture of the past (documents, pictures, eyewitness statements, photographs, maps, artefacts, historic buildings, museum visits) Understand and explain how an author may be attempting to persuade or give a viewpoint including the use of propaganda. Check the accuracy and reliability of sources. Describe an event from the past and select evidence from a range of sources to support their ideas. Confidently research a significant event or person.



Organisation and communication

Skills

Year 1	Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past
Year 2	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
Year 3	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
Year 4	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
Year 5	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.
Year 6	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.