

History: Progression Grid



History		
The areas of EYFS that prepare children for the National Curriculum programmes of study.		
Reception	Understanding the World	<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present
		<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Children can order some events they have learnt about from furthest away to most recent with increasing accuracy</p> <p>Children know what a timeline is</p> <p>Children are beginning to make comparisons between areas of study</p>	<p>Children can accurately order events they have learnt about from furthest away to most recent</p> <p>Children can draw timelines, beginning to place areas of study on them</p> <p>Children can compare areas of study, identifying similarities between them</p> <p>Children can compare areas of study, identifying differences between them</p>	<p>Children are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</p> <p>Children can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them</p> <p>Children can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them</p>	<p>Children are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline</p> <p>Children can confidently make links between areas of history they have studied, identifying similarities between them</p> <p>Children can confidently make links between areas of history they have studied, identifying differences between them</p>	<p>Children have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline</p> <p>Children can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history</p> <p>Children can compare historical periods, identifying similarities between them</p> <p>Children can compare historical periods, identifying differences between them</p> <p>Children are beginning to identify trends over time</p>	<p>Children have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline</p> <p>Children can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</p> <p>Children can compare a range of historical periods, identifying a number of similarities between them and why this is</p> <p>Children can compare a range of historical periods, identifying differences between them</p> <p>Children can identify trends over time, identifying how ideas have been continued/developed</p>

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Children can use and are beginning to remember names and places that link to areas of study	Children can remember and use a range of names and words specific to areas of study	Children can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a	Children can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering	Children can remember and use names and words from the areas they have studied in Year 5 as well as remembering some	Children can remember and use a range of names and words from the areas they have studied over the years

	Children are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. 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 etc.	Children can use words and phrases accurately to indicate periods of time e.g. past, present, a long time ago, ancient, centuries etc.	<p>few names and words from previous study</p> <p>Children are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennia etc.</p> <p>Children are beginning to learn a few words related to history in general as well as periods of history e.g. BC (Before Christ), AD (Anno Domini – the year of our Lord) - empire, parliament, civilisation etc.</p>	<p>some names and words from previous study</p> <p>Children can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p>Children understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p>	<p>names and words from previous study</p> <p>Children can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p>Children understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p>	<p>Children can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <p>Children understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</p>
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Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning	<p>Children can ask simple questions when they are unsure</p> <p>Children can accurately answer some questions verbally related to an area of study</p>	<p>Children can ask simple questions to develop their understanding</p> <p>Children are able to accurately answer simple questions related to an area of study confidently</p> <p>Children can justify their answers using sources or stories</p>	<p>Children are beginning to ask more in depth questions for their age to develop their understanding</p> <p>Children are able to answer questions accurately related to the area of study</p> <p>Children can use sources to justify their answers</p>	<p>Children can ask questions to develop their understanding</p> <p>Children are beginning to challenge sources of information</p> <p>Children are beginning to show some organisation of information that is purposeful for responding to or asking questions</p>	<p>Children can ask questions to develop their understanding and also ask questions of what people have said</p> <p>Children can challenge sources of information</p> <p>Children are beginning to make purposeful selection about information they wish to include in responses</p> <p>Children can organise information purposefully when responding to or asking</p>	<p>Children can ask a range of questions, creating questions that develop understanding about change, cause and significance</p> <p>Children can challenge sources, questioning the validity of these and whether they have been created for propaganda</p> <p>Children can purposefully select information when forming responses to questions</p>

					questions	Children can organise information purposefully when responding to or asking questions
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Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Children can remember most key events about the areas they have studied</p> <p>Children are beginning to understand that they can find historical information in books</p>	<p>Children can remember key events about the areas they have studied</p> <p>Children can begin to identify how we know about past events</p> <p>Children can begin to identify different representations of history e.g. books, visual clips, letters</p>	<p>Children remember a range of key facts and information from areas of study in Year 3</p> <p>Children can identify at least two ways we gather information</p> <p>Children are able to use at least one type of source of information confidently</p>	<p>Children remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study</p> <p>Children are beginning to understand how our knowledge of history is developed through a range of sources</p> <p>Children are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</p>	<p>Children remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study</p> <p>Children are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</p> <p>Children can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</p>	<p>Children have a wide ranging knowledge about historical events, from local history to world history</p> <p>Children have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</p> <p>Children can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</p>