

## Burton Agnes CE Primary School – Progression and Assessment grids

### History

*Progression in History involves developing historical perspectives through*

- *Wider, more detailed and chronological secure knowledge*
- *Sharper methods of enquiry and communication*
- *Deeper understanding of more complex issues and of abstract ideas*
- *Closer integration of history's key concepts*
- *Greater independence in applying all these qualities.*

	EYFS	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Greater depth
<b>Knowledge and understanding of events, people and changes in the past</b>	<p>Look at similarities and differences</p> <p>Develop an understanding of changes over time</p> <p>Question why things happen and give reasons</p> <p>Talk in a group about past and present events in their own lives.</p>	Talk in a group about an event that has happened in Britain's past.	Recount and record at least 3 facts from a historical event or life.	Recap the main events from a particular period in history.	Give fact based reasons why certain events happened and people acted the way they did.	Within each topic describe significant features of 2 different societies and make comparisons.	Within each topic analyse the consequences of key events, actions of significant figures and developments.	Analyse cause, consequences and events and create structured and evidentially supported accounts.
<b>Similarity and difference</b>	<p>Know about similarities and differences between themselves, others, family, community, traditions</p> <p>Give at least 3 reasons why lives were different in the past.</p>	On 2 separate occasions recap an event from the past and identify at least 2 of the main differences between then and now.	Recognise at least 2 similarities and differences between life in different periods?	Explain how something from the past has had an effect on our lives.	Make a comparison between 2 different historical periods and comment on similarities and differences.	Recognise and describe important similarities and differences/change and continuity between 2 different historical periods.	Describe different societies and periods from History and make links between features within and across different periods.	Confidently articulate the connections, contrasts and analyse trends within periods and over increasingly longer arcs of time.

<b>Chronological understanding</b>	<p>Use everyday language relating to time</p> <p>Order and sequence familiar events</p> <p>Talk about past and present events in own lives</p> <p>Describe main events in story</p>	<p>Use the following common words and phrases relating to the passing of time. Old/new, past, a long time ago, then/now, before/after, in the olden days</p>	<p>Place 5 events or people on a pictorial timeline applying previously learnt vocabulary.</p>	<p>Plot a timeline using given dates.</p>	<p>Independently create a timeline with given events.</p>	<p>Understand how the current topic fits into a given historical chronology.</p>	<p>Place the current history topic onto an independently created historical chronology.</p>	<p>Demonstrate an understanding of the worlds simultaneous chronology.</p>
<b>Historical enquiry /using evidence</b>	<p>Be curious</p> <p>Answer how and why questions</p> <p>Ask questions</p> <p>Know information can be retrieved from books/ict</p> <p>Record using marks they can interpret and explain</p>	<p>Recognise and talk about 2 different ways of finding out about the past.</p>	<p>Understand how to use different ways of finding out about the past including ICT.</p>	<p>Use a variety of given sources to answer questions and gather information.</p>	<p>Look at 2 contrasting versions of events and explain how they are different and how they attempt to persuade or give a particular viewpoint.</p>	<p>Give reasons why a particular event or person might be viewed and interpreted differently.</p>	<p>Describe and begin to analyse possible bias in different interpretations of events in History.</p>	<p>Can confidently discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<b>Historical interpretation</b>	<p>Recognise and describe special times/key events</p>	<p>On 2 separate occasions answer simple closed questions to demonstrate my understanding of key features of a particular event within each topic.</p>	<p>Within each topic ask and answer higher order questions to demonstrate my understanding of key features of each topic.</p>	<p>Within each topic construct fact based responses to higher order questions from given historical sources.</p>	<p>Within each topic construct fact based responses that involves independent research.</p>	<p>Within each topic construct more informed responses that involve the selection of relevant information.</p>	<p>Within each topic construct balanced responses from independent research demonstrating the impact that bias might have.</p>	<p>Within each topic create relevant, structured and evidentially supported accounts in response to a valid enquiry.</p>