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| **Fearnville Primary School**  **History Progression Grid** | | | | | |
| The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, along with the specific vocabulary which supports this understanding. | | | | | |
| **Historical Enquiry** | | | | | |
| **Skills** | | **At EYFS:** ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | **At Key Stage One:**  **E1**: Identify different ways in which the past is represented  **E2**: Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”  **E3**: Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. | **At Lower Key Stage Two:**  **E1:** Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  **E2:** Ask questions and find answers about the past. | **At Upper Key Stage Two:**  **E1:** Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  **E2:** Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  **E3:** Investigate own lines of enquiry by posing questions to answer. |
|  | | **Organisation and Communication** | | | |
| **Skills** | | **At EYFS:** ELG: Listen attentively and respond to what they hear with relevant questions.  Make comments about what they have heard and ask questions to clarify their understanding | **At Key Stage One:**  **O1**: Sort events or objects into groups (i.e. then and now.)  **O2:** Use timelines to order events or objects.  **O3:** Tell stories about the past.  **O4:** Talk, write and draw about things from the past. | **At Lower Key Stage Two:**  **O1:** Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. | **At Upper Key Stage Two:**  **O1:** Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.  **O2:** Plan and present a self-directed project or research about the studied period. |
|  | | **Historical Interpretation** | | | |
| **Skills** | | **At EYFS:** Understand the past through settings, characters and events encountered in books read in class and storytelling; | **At Key Stage One:**  **I1**: Look at books, videos, photographs, pictures and artefacts to find out about the past. | **At Lower Key Stage Two:**  **I1:** Explore the idea that there are different accounts of history. | **At Upper Key Stage Two:**  **I1:** Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.  **I2:** Give reasons why there may be different accounts of history.  **I3:** Evaluate evidence to choose the most reliable forms. |
| **Chronological Understanding** | | | | | |
| **Skills** | **At EYFS:** ELG: Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. | | **At Key Stage One:**  **C1**: Understand the difference between things that happened in the past and the present.  **C2:** Describe things that happened to themselves and other people in the past.  **C3:** Order a set of events or objects  **C4:** Use a timeline to place important events.  **C5:** Use words and phrases such as: 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. | **At Lower Key Stage Two:**  **C1:** Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  **C2:** Use a timeline to place historical events in chronological order.  **C3:** Describe dates of and order significant events from the period studied. | **At Upper Key Stage Two:**  **C1:** Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  **C2:** Order significant events, movements and dates on a timeline.  **C3:** Describe the main changes in a period in history. |
| **Knowledge and Understanding of events, people and changes in the past** | | | | | |
| **Skills** | **At EYFS:**  ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. | | **At Key Stage One:**  **U1**: Recall some facts about people/events before living memory  **U2:** Say why people may have acted the way they did. | **At Lower Key Stage Two:**  **U1:** Use evidence to describe the culture and leisure activities from the past.  **U2:** Use evidence to describe the clothes, way of life and actions of people in the past.  **U3:** Use evidence to describe buildings and their uses of people from the past | **At Upper Key Stage Two:**  **U1:** Choose reliable sources of information to find out about the past.  **U2:** Give own reasons why changes may have occurred, backed up by evidence.  **U3:** Describe similarities and differences between some people, events and artefacts studied  **U4:** Describe how historical events studied affect/influence life today.  **U5:** Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) |

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| **Overarching ‘Tier 2’ Historical Vocabulary** | | | |
| **Skills** | **At Key Stage One:**  evidence  source  chronological order  BC (Before Christ)  AD (Anno Domini)  Monarch  Decade  Century  Museum  Fact/opinion  Research  Experts  Significant  Recent  Lifetime  Kingdom  Empire  Artefacts  Eye-witness | **At Lower Key Stage Two:**  ALL WORDS AT KS1 and:  primary source/evidence  secondary source/evidence  replica  Reliable  Evaluate  Cause  Consequence/effects/impact  BCE (Before Common Era)  ACE (After Common Era)  Pre-history  Chronology  Interpret  Enquire/enquiry  Archaelogy/archaeologist  Era/period  Civilisation  Society  Ancient  Invasion/invader  Settlement/settler | **At Upper Key Stage Two:**  ALL WORDS AT KS1, LKS2 and:  Continuity  Ambiguous  Biased  Resistance  Withdrawal  Legacy  Influence |