



# #MoorsidePAHistory – Curriculum Progression Grid





Drivers	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Disciplinary History</b> - The Core Concepts and Procedural Knowledge	<b>Similarities &amp; Differences</b>						
	- Know about similarities and differences between themselves and others, and among families, communities, and traditions. - Know some similarities and differences between things in the past and now, drawing on their experiences and work in class.	- Identify similarities / differences between ways of life at different times. - Begin to describe similarities and differences between artefacts.	- Identify different ways in which the past is represented - Identify similarities / differences between ways of life at different times - Describe similarities and differences between artefacts.	Identify similarities / differences between ways of life at different times.	- Use evidence to give reasons why beliefs and ways of life may have occurred during an event or time period. - Compare an aspect of life with the same aspect in another period.	Use evidence to give reasons why beliefs and ways of life may have occurred during an event or time period.  Describe social, cultural, religious and ethnic diversity in Britain & the wider world.	Use evidence to give reasons why beliefs and ways of life may have occurred during an event or time period.  Describe social, cultural, religious and ethnic diversity in Britain & the wider world.
	<b>Change &amp; Continuity</b>						
	Develop an understanding of changes over time.	Recount changes in their own life over time.	Recount changes in their own lives and the lives of others.	Identify and give reasons for, results of, historical events, situations, changes. -Describe / make links between main events, situations and changes within and across different periods/societies.	- Describe / make links between main events, situations and changes within and across different periods/societies - Identify and give reasons for, results of, historical events, situations, changes	Describes how events/individuals of the past affected change in Britain. - Describe / make links between main events, situations and changes within and across different periods/societies Identify and give reasons for, results of, historical events, situations, changes.	Discusses the impact of historical change in Britain and the wider world. - Identify and explain change and continuity within and across periods.
	<b>Cause &amp; Consequence</b>						
	Question why things happen and offer explanations.	Recognise why people did things, why events happened and what happened as a result.	Recognise why people did things, why events happened and what happened as a result.	Describes how events/individuals of the past affect life today	Describes how events/individuals of the past affect life today	Explain reasons for, and results of, historical events, situations, changes	Explain reasons for, and results of, historical events, situations, changes
	<b>Historical Interpretations</b>						
	Comment on images of familiar situations in the past.	- Identify different ways in which the past is represented. - Make simple observations about different types of people, events, beliefs within a society.	Make simple observations about different types of people, events, beliefs within a society	- Identify two ways we collect information and why they may represent the past differently. - Understand that different versions of the past may exist, giving some reasons for this	- Identify two ways we collect information and why they may represent the past differently. - Understand that different versions of the past may exist, giving some reasons for this. Identify historically significant people and events in situations	Give clear reasons why there are different accounts and interpretations of history	Suggests plausible reasons for why/how aspects of the past have been represented in different ways - Be aware that different evidence will lead to different conclusions. - Understand and explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.
	<b>Historical Significance</b>						
	Recognise and describe special (significant) times or events for family or friends.	Talk about who was significant in a simple historical account.	Talk about who was significant in a simple historical account. Recount the main elements from a significant event.	Identify historically significant people and events in situations	Identify historically significant people and events in situations	Identify historically significant people and events in situations.	Consider and explain the significance of events, people and developments in their context and in the present
<b>Sources &amp; Evidence</b>							
Compare and contrast characters from stories, including figures from the past.	Ask questions about historical artefacts and sources.	Use a source to answer simple questions about the past – why, what, who, how, where, when?	Use evidence to discuss a change within a period of time. Suggests sources they could use to answer a question about the past	Begin to identify primary and secondary sources.	<i>Begin to identify primary and secondary sources.</i>	Recognise primary and secondary sources.	



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 <p><b>Substantive Historical Knowledge</b> - Chronology and the Historical Narrative</p>	<p>Understand the past through settings, characters, and events in books.</p> <p>Be curious about people and show an interest in stories.</p> <p>Answer 'how' and some 'why' questions in response to stories or events.</p> <p>Observe time as a linear sequence, using the language "first," "next," "after that."</p> <p>Order and sequence familiar events.</p>	<p>Tell the difference between "living memory" and "beyond living memory."</p> <p>Begin to identify and recount some details from the past from pictures and stories.</p> <p>Talk and sequence their own memories of the past.</p> <p>Sequence three-four events/artefacts from distinctly different periods of time.</p> <p>Use common words and phrases relating to the passing of time, such as "old and new."</p> <p>Match objects to people of different ages.</p> <p>Shows knowledge of the past through discussion, role play, drawing and written work.</p>	<p>Use information from sources to describe similarities and differences between "living memory" and "beyond living memory."</p> <p>Looks carefully at pictures or objects to deduce information about the past.</p> <p>Order three-four events using a given time scale.</p> <p>Sequence three-four artefacts closer together in time.</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Uses past and present when telling others about an event.</p> <p>Shows knowledge of the past through discussion, role play, drawing and written work.</p>	<p>Compare different representations of an event studied.</p> <p>Uses a timeline to order events using a given scale, understanding the difference between BCE/CE.</p> <p>Develop the appropriate use of historical terms e.g. "empire," "peasantry," "civilisation."</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Sequence several events or artefacts.</p> <p>Know where all people/events studied fit into a chronological framework.</p> <p>Shows knowledge of the past through discussion, role play, drawing and written work.</p>	<p>Compare different representations of an event studied.</p> <p>Uses a timeline to order events using a given scale, understanding the difference between BCE/CE.</p> <p>Develop the appropriate use of historical terms e.g. "empire," "peasantry," "civilisation."</p> <p>Uses dates and terms with increasing correctly.</p> <p>Sequence several events or artefacts.</p> <p>Know where all people/events studied fit into a chronological framework.</p>	<p>Sequence periods/events when comparing them.</p> <p>Develop the appropriate use of historical terms e.g. "empire," "peasantry," "civilisation."</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Know where all people/events studied fit into a chronological framework.</p>	<p>Use historical terms and concepts in increasingly sophisticated ways</p> <p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence multiple events on a timeline.</p> <p>Identify substantive themes between different periods.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
 <p><b>Apprentice Historian</b> - Organising and Communicating the Historical Enquiry</p>	<p>Begin to make sense of their own life story and their family's history.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Talk about past and present events in their own lives and those of family members.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Record using marks they can interpret and explain.</p> <p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p>	<p>Finds answers to simple questions about the past from pictures and stories.</p> <p>Make supported observations of how people, events, beliefs were different in the past.</p> <p>Use simple phrases to indicate periods of time, e.g., "a long time ago."</p> <p>Ask questions about historical artefacts and sources.</p> <p>Understand some ways we find out about the past</p>	<p>Use evidence to explain why people in the past behaved in a particular way.</p> <p>Make simple observations of how people, events, beliefs were different in the past.</p> <p>Writes simple recounts of the past and draws labelled diagrams to show understanding.</p> <p>Begin to assess the reliability of sources.</p> <p>Choose and use parts of stories and other sources to show understanding of disciplinary history.</p>	<p>Use sources to justify answers and answer questions accurately with regard to the period of study.</p> <p>Select and record information relevant to the area of study.</p> <p>Present findings about the past using a combination of discussion, drawing, writing and ICT.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, and historic landmarks to deduce information about the past.</p> <p>Construct informed responses by selecting and organising relevant historical information.</p> <p>Understand links between previous and current year group topics.</p>	<p>Use sources to justify answers and answer questions accurately with regard to the period of study.</p> <p>Select and record information relevant to the area of study, using subject specific vocabulary.</p> <p>Present findings about the past using a combination of discussion, drawing, writing and ICT.</p> <p>Understand how knowledge of the past is constructed from a range of sources and consider their reliability.</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, and historic landmarks to deduce information about the past.</p> <p>Regularly address and sometimes devise historically valid questions.</p> <p>Construct informed responses by selecting and organising relevant historical information.</p> <p>Understand links between previous and current year group topics.</p>	<p>Regularly address and sometimes ask historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of source.</p> <p>Construct informed responses by Selecting and organising relevant historical information</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Understand links between previous and current year group topics.</p>	<p>Regularly address and sometimes ask historically valid questions.</p> <p>Understand how different types of sources are used rigorously to make historical claims.</p> <p>Create relevant, structured and evidentially supported accounts of the past.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Understand links between previous and current year group topics.</p>