



## History Subject Progression Grid

National Curriculum		
Early Years Early Learning Goals	KS1 National Curriculum Aims (Year 1/2)	KS2 National Curriculum Aims (Year 3/4)
<p>ELG: Past and present</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher</li> </ul> <p>ELG: Listening</p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <p>ELG: Speaking</p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>



## History Progression Grid- Knowledge Progression

Topic	EYFS	Year 1	Year 2	Year 3	Year 4
EYFS: Past and Present	<ul style="list-style-type: none"> <li>Children will know about their own life story and how they have changed</li> </ul>	<ul style="list-style-type: none"> <li>Understand the changes within living memory to reveal aspects of change in national life</li> </ul>		<ul style="list-style-type: none"> <li>Know the changing power of the monarchy using case studies</li> <li>Know the changes in an aspect of social history such as leisure and entertainment in the 20th Century</li> <li>Understand a significant turning point in British history, for example, The Industrial Revolution.</li> </ul>	
KS1: Toys – Past and Present					
LKS2: The Victorians					
EYFS: Past and Present	<ul style="list-style-type: none"> <li>Children will know some similarities and differences between things in the past and now.</li> </ul>	<ul style="list-style-type: none"> <li>Know about the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>		<ul style="list-style-type: none"> <li>Know about Greek life.</li> <li>Understand their achievements and influence on the Western World</li> </ul>	
KS1: Significant Individuals					
LKS2: Ancient Greece					
EYFS: Past and Present	<ul style="list-style-type: none"> <li>Children will talk about the lives of people around them.</li> </ul>	<ul style="list-style-type: none"> <li>Know about events beyond living memory that are significant nationally</li> </ul>		<ul style="list-style-type: none"> <li>Know about the late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Understand the significance of Bronze Age religion, technology and travel, for example, Stonehenge</li> </ul>	
KS1: Castles					

LKS2: The Stone Age to Iron Age			<ul style="list-style-type: none"> <li>Know about the Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>
EYFS: Past and Present	<ul style="list-style-type: none"> <li>Children will talk about past and present events in their lives and what has been read to them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand about significant historical events, people and places locally.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the significance of Howard Carter and his archaeological impact on what we know about Ancient Egypt.</li> <li>Know about the pharaohs and the process of mummification.</li> <li>Understand how important the Rosetta Stone was in interpreting ancient languages.</li> <li>Understand what makes Ancient Egypt a civilization.</li> </ul>
KS1: Signs of the past – Local area			
LKS2: Ancient Egyptians			
EYFS: Past and Present	<ul style="list-style-type: none"> <li>Children will know about the past through settings and characters.</li> </ul>	<ul style="list-style-type: none"> <li>Know about the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Understand about the Viking raids and invasion</li> <li>Understand the further Viking invasions and the significance of Danegeld</li> <li>Understand the Anglo-Saxon laws and justice</li> <li>Know about Edward the Confessor and his death in 1066</li> <li>Know about the resistance by Alfred the Great and Athelstan, first king of England</li> </ul>
KS1: Explorers – Shackleton and Earhart			
LKS2: The Vikings and Anglo-Saxons			
EYFS: Past and Present	<ul style="list-style-type: none"> <li>Children will know about the past through settings, characters and events.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the changes within living memory to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>Understand Julius Caesar’s attempted invasion in 55-54 BC</li> <li>Understand the Roman Empire by AD 42 and the power of its army</li> <li>Know about British resistance, for example, Boudica</li> <li>Understand the ‘Romanisation’ of Britain: sites such as Caerwent and the impact of</li> </ul>
KS1: Timeline of cooking and farming			

LKS2: The Roman Empire and its impact on Britain			technology, culture and beliefs, including early Christianity
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## History Progression Grid- Skills Progression

Theme	EYFS	Year 1	Year 2	Year 3	Year 4
Chronological Awareness	<ul style="list-style-type: none"> <li>Children will talk about the lives of people around them.</li> <li>Children will talk about past and present events in their lives and what has been read to them.</li> </ul>	<ul style="list-style-type: none"> <li>Remember part of stories and memories about the past.</li> <li>Recount changes in own life over time.</li> <li>Put 3 or more people, events or objects in order using a given scale.</li> <li>Use words and phrases: related to topic vocabulary to do with time.</li> </ul>		<ul style="list-style-type: none"> <li>Use timelines to place events in order</li> <li>Understand timelines can be divided in BC and AD</li> <li>Use words and phrases: century, decade.</li> </ul>	<ul style="list-style-type: none"> <li>Name and place dates of significant events of the period on a timeline.</li> <li>Place certain topics on a timeline showing understanding of BC, AD.</li> <li>Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary</li> </ul>
Historical Enquiry	<ul style="list-style-type: none"> <li>Children will talk about the lives of people around them.</li> <li>Children will talk about past and present events in their lives and what has been read to them.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify and recount some details from the past from pictures and stories.</li> <li>Find answers to simple questions about the past by using source material.</li> <li>Discover about the past through role play/drama.</li> <li>Look carefully at pictures, eyewitness accounts or objects to find information about the past.</li> <li>Ask questions about the source material.</li> <li>Say how features of the period influence how events are treated.</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of source material including visits to collate information about the past.</li> <li>Identify the difference between fact and opinion.</li> <li>Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between primary and secondary sources.</li> <li>Give reasons why there may be different accounts of history, looking at propaganda.</li> <li>Ask questions of the source material and use</li> </ul>

				different sources of evidence to help answer questions
Organise, Evaluate and Communicate Information	<ul style="list-style-type: none"> <li>Children will talk about the lives of people around them.</li> <li>Children will talk about past and present events in their lives and what has been read to them.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.</li> <li>Write simple stories and recounts about the past.</li> <li>Draw labelled diagrams and write about them to tell others about people, objects and people, objects and events from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Present findings about past using speaking, writing, ICT and drawing skills.</li> <li>Use dates and vocabulary related to topic accurately.</li> <li>Suggest different ways of presenting information for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</li> <li>Use dates and subject specific words such as monarch and settlement</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>Children will talk about the lives of people around them.</li> <li>Children will talk about past and present events in their lives and what has been read to them.</li> </ul>	<ul style="list-style-type: none"> <li>Tell the difference between past and present in their own lives and other people lives.</li> <li>Begin to suggest why something might be different.</li> <li>Use a range of sources to describe differences between then and now.</li> <li>Recount main events from a significant time in history.</li> <li>Use evidence to explain reasons why people acted in the past as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to describe houses and settlements, cultures and the way of life.</li> <li>Investigate people's beliefs and attitudes and differences between rich and poor.</li> <li>Use evidence to find out how any of these may have changed during a time period.</li> <li>Suggest reasons for differences between time periods.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding by describing features of past societies and periods.</li> <li>Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences.</li> <li>Investigate and explain how some past events affect life today.</li> </ul>