



# Whaley Thorns Primary School and Nursery

## History Progression Grid

	<b>Foundation Year One</b>	<b>Year One Year Two</b>	<b>Year Three Year Four</b>	<b>Year Four Year Five</b>	<b>Year Five Year Six</b>
<b>Time and Chronology</b>	<ul style="list-style-type: none"> <li>-Can describe an event in their own life</li> <li>-Understand and use the daily visual timetable</li> <li>-Understand that we can remember the past through specific events</li> <li>-Use the words yesterday, today and tomorrow correctly</li> <li>-Know the days of the week and understand that these repeat in the same order</li> <li>-Know the difference between weekdays and weekends</li> <li>-Know the months of the year and understand that these repeat in the same order</li> <li>-Recall different events in the school year</li> <li>-Understand the concepts of past, present and future</li> <li>-Be able to use simple vocabulary to describe the passing of time (e.g. long ago, now, then, before and after)</li> <li>-Place key events on a simple timeline</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the concepts of past, present and future</li> <li>-Be able to use simple vocabulary to describe the passing of time (e.g. long ago, now, then, before and after)</li> <li>-Place key events on a simple timeline</li> <li>-Know that the further back in time we go, the more different life was</li> <li>-Place key events in order on a simple timeline</li> <li>-Use the vocabulary year, decade and century</li> </ul>	<ul style="list-style-type: none"> <li>-Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time</li> <li>-Place different periods of time on a timeline</li> <li>-Remember key historical facts and some dates from a period studied</li> </ul>	<ul style="list-style-type: none"> <li>-Place different periods of time on a timeline</li> <li>-Remember key historical facts and some dates from a period studied</li> <li>-Independently place historical events or change on a timeline remembering key facts from a period of history studied</li> </ul>	<ul style="list-style-type: none"> <li>-Independently place historical events or change on a timeline remembering key facts from a period of history studied</li> <li>-Create from memory a timeline (from dates, details or eras) showing knowledge of how to check for accuracy</li> </ul>
<b>Everyday Life similarity and difference, cause and effect</b>	<ul style="list-style-type: none"> <li>-Understand the sequence of baby, toddler, child, teenager, adult</li> <li>-Know that things were different in the past</li> <li>-Identify whether something is old or new and give simple reasons</li> <li>-Begin to develop empathy for characters in the past and stories</li> <li>-Compare and understand key differences between their everyday life and that of their grandparents</li> <li>-Look at old photographs of everyday life and describe what is different</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and understand key differences between their everyday life and that of their grandparents</li> <li>-Look at old photographs of everyday life and describe what is different</li> <li>-Look at a theme and compare to today</li> <li>-Describe and understand key aspects of everyday life in different time periods</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how their own lives are similar or different to people living in past times</li> <li>-Express an opinion on whether a person or event had a positive impact on life in Britain</li> <li>-Explain that an event can have more than one cause</li> <li>-Compare two periods of history, identifying similarities and differences between them</li> </ul>	<ul style="list-style-type: none"> <li>-Explain that an event can have more than one cause</li> <li>-Compare two periods of history, identifying similarities and differences between them</li> <li>-Make connections between two periods of history to begin to develop historical perspective</li> <li>-Explain why people acted like they did</li> </ul>	<ul style="list-style-type: none"> <li>-Make connections between two periods of history to begin to develop historical perspective</li> <li>-Explain why people acted like they did</li> <li>-Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective</li> <li>-Describe the negative or positive impact of a period of history on contemporary society</li> </ul>
<b>Historical enquiry sources of evidence</b>	<ul style="list-style-type: none"> <li>-Understand that we don't always have photos of past events because cameras/phones weren't invented then</li> <li>-Know what a museum is and what you might find there</li> <li>-Identify whether a photo is old or new and give a reason why they think that</li> <li>-Know that we can get information from people, books, technology and photographs</li> <li>-Develop a wide range of vocabulary from books and discussion</li> <li>-Know that photos and people's memories can help us learn about the past and be used to answer questions about an event beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>-Know that photos and people's memories can help us learn about the past and be used to answer questions about an event beyond living memory</li> <li>-Explain how specific artefacts help us to learn about the past</li> <li>-Use simple source material e.g. photographs to answer questions about an event beyond living memory</li> <li>-Recognise the importance of real sources of evidence to help us understand events in the past</li> </ul>	<ul style="list-style-type: none"> <li>-Choose the most appropriate source material for a task (showing an awareness of a range of sources)</li> <li>-Use a range of source materials to answer questions about the past which go beyond simple observations</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of source materials to answer questions about the past which go beyond simple observations</li> <li>-Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur</li> <li>-Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history</li> </ul>

	<ul style="list-style-type: none"> <li>-Explain how specific artefacts help us to learn about the past</li> <li>-Use simple source material e.g. photographs to answer questions about an event beyond living memory</li> </ul>				
<b>Historical change</b>	<ul style="list-style-type: none"> <li>-Identify things that they couldn't do as a baby</li> <li>-Understand and describe simple changes in the school/local area</li> <li>-Describe the life of a person in history</li> <li>-Describe physical changes in our local area</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the life of a person in history</li> <li>-Describe physical changes in our local area</li> <li>-Know the importance of significant individuals in history and the reason for their fame</li> <li>-Explain how our locality has changed over time</li> </ul>	<ul style="list-style-type: none"> <li>-Explain how a significant figure of a period influenced change</li> <li>-Describe how national changes affected their locality</li> <li>-Explain how significant historical figures contributed to national and international achievement in a variety of eras</li> <li>-Describe the impact of international events on the local area</li> </ul>	<ul style="list-style-type: none"> <li>-Explain how significant historical figures contributed to national and international achievement in a variety of eras</li> <li>-Describe the impact of international events on the local area</li> <li>-Describe how a significant individual or movement has influenced the UK or the wider world</li> <li>-Use a range of local history sources to describe how an event affected a local town or village</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how a significant individual or movement has influenced the UK or the wider world</li> <li>-Use a range of local history sources to describe how an event affected a local town or village</li> <li>-Describe how their own lives have been influenced by a significant individual or movement</li> </ul>