

# Progression Grid

## Summercourt Academy **History**

\*In addition, please see EYFS Progression grids.



**Key Skills**  
 Developed knowledge of  
 chronology  
 Significant events in Britain's  
 history

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>Put things in order Significant to themselves.</p> <p>Sequence events in their life.                      Sequence 3 or 4 artefacts from distinctly different periods of time.                      Match objects to people of different ages.</p>	<p>Put things in order within the topic.</p> <p>Sequence artefacts closer together in time - check with reference book.                      Sequence photographs etc. from different periods of their life. Describe memories of key events in lives.</p>	<p>Order events over a larger timescale.</p> <p>Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time.                      Sequence several events or artefacts.</p>	<p>Beginning to think about the impact of historical events/people.</p> <p>Place events from period studied on timeline. Use terms related to the period and begin to date events.                      Understand more complex terms e.g. BC/AD.</p>	<p>Shows understanding and talks with clarity about the impact of historical events.</p> <p>Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.</p>	<p>Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.</p> <p>Place current study on timeline in relation to other studies. Use relevant dates and terms.                      Sequence up to 10 events on a timeline.</p>
<b>Range &amp; Depth of Historical Knowledge</b>	<p>Recognise the difference between the past and present in their own and others' lives. To know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result. Identify similarities and differences between ways of life at different times.</p>	<p>Compare with our life today. Identify reasons for and results of people's actions.                      Understand why people may have wanted to do something.</p>	<p>Identify key features and significant events of time studied.                      Look for links and effects in time studied. Offer a reasonable explanation for some events.</p>	<p>Examine causes and results of significant events and the impact on people.                      Compare life in early and late 'times' studied.                      Compare an aspect of life with</p>	<p>Compare beliefs and behaviour with another time studied.                      Understand continuity and change. Write another explanation of a past event in terms of cause</p>

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					the same aspect in another period.	and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.
Interpretations of History	<p>Uses stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare two versions of a past event. Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photographs / accounts / stories. Offer opinions and facts with some reasoning.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between fact and opinions and given reasons from different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Look at the evidence available. Begin to evaluate the usefulness of different sources. Use textbooks and historical knowledge.</p> <p>Understanding the difference between primary and secondary sources.</p>	<p>Use a variety of reliable sources to gain a deeper understanding to compare historical sources and suggest the validity of these.</p> <p>Compare accounts of events from different sources – fact or fiction. Offer some reasons or different versions of events.</p>	<p>Understand the methods of historical enquiry, including how it is used to make historical claims.</p> <p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.</p>

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<p>Historical Enquiry</p>	<p>Ask a variety of questions including: Who? Where? When?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>Ask a variety of questions including: Who? Where? When? Why?</p> <p>Use a source – observe or handle sources to answer questions about the past based on simple observations.</p>	<p>Children pose own questions to gain a deeper understanding of the topic.</p> <p>Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use books and the internet for research.</p>	<p>Generate purposeful questions.</p> <p>Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use books and the internet for research.</p>	<p>Begin to use questioning to understand significant events.</p> <p>Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use books and the internet for research with increasing</p>	<p>Identify significant events, make connections, draw contrasts, and analyse trends through questioning.</p> <p>Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together to form contrasting arguments. Confidently use books and the internet for research.</p>
<p>Analyse and evaluate the impact of significant</p>	<p>To talk about why something happened.</p>	<p>Explore and compare particular events and explain how it</p>	<p>Question why something happened and how it impacted people.</p>	<p>Question why something happened and how it impacted people long term.</p>	<p>A study of significant events.</p> <p>Changes in Britain from the Stone</p>	<p>A study of significant events from at least two different points of view.</p>

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<p>people/events in history</p>	<p>Focus on significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory – The Great Fire of London/ Rowena Cade was the creator of the Minack Theatre in Porthcurno, Cornwall, UK/Rossa Parks BHM focus.</p>	<p>affected people at the time.</p> <p>Focus on significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory – The Great Fire of London/ Rowena Cade was the creator of the Minack Theatre in Porthcurno, Cornwall, UK/Rossa Parks BHM focus.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>A local history study. Cornish Mining: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Changes in Britain from the Stone Age to the Iron Age. (Skara Brae)</p> <p>The Roman Empire and its impact on Britain. Julius Caesar's attempted invasion in 55-54 BC. British resistance, for example, Boudica.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>A local history study. Cornish Mining: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Changes in Britain from the Stone Age to the Iron Age. (Skara Brae)</p> <p>The Roman Empire and its impact on Britain. Julius Caesar's attempted invasion in 55-54 BC. British resistance, for example, Boudica.</p>	<p>Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers.</p> <p>Britain's settlement by Anglo-Saxons and Scots. Roman withdrawal from Britain in c. AD 410, Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, Viking raids and invasion.</p> <p>A study of an aspect or theme in British history that extends</p>	<p>Changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers.</p> <p>Britain's settlement by Anglo-Saxons and Scots. Roman withdrawal from Britain in c. AD 410, Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture.</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, Viking raids and invasion.</p>
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## Progression Grid

			<p>'Romanisation' of Britain.</p> <p>A significant turning point in British history, for example, the first railways.</p> <p>The achievements of the earliest civilizations - Ancient Egypt</p>	<p>'Romanisation' of Britain.</p> <p>A significant turning point in British history, for example, the first railways.</p> <p>The achievements of the earliest civilizations - Ancient Egypt</p>	<p>pupils' chronological knowledge beyond 1066. Industrial Revolution.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Industrial Revolution.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900.</p>
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