



History Progression Grid

History at Ash Grove allows pupils to gain a coherent knowledge and understanding of Britain's past and the wider world. It inspires pupils to be curious and to learn more about the past. Children are equipped to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

At Key Stage One:	At Lower Key Stage Two:	At Upper Key Stage Two:
Historical Enquiry		
<p>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.</p>	<p>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.</p>	<p>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. E4: Select relevant sections of information.</p>
Organisation and Communication		
<p>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.</p>	<p>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.</p>	<p>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.</p>
Historical Interpretation		
<p>At Key Stage One: I1: Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>At Lower Key Stage Two: I1: Explore the idea that there are different accounts of history.</p>	<p>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. I4: Compare accounts of events from different sources-fact or fiction and offer some reasons for different versions of events.</p>
Chronological Understanding		
<p>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.</p>	<p>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.</p>	<p>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. C4: Make comparisons between different times in the past.</p>
Knowledge and understanding of events, changes and people in the past		
<p>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.</p>	<p>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.</p>	<p>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.) U6: Examine causes and results of significant events and the impact on people.</p>

Tier 3 Disciplinary Vocabulary @ KS1:	Tier 3 Disciplinary Vocabulary @ LKS2:	Tier 3 Disciplinary Vocabulary @ UKS2:
<p>At Key Stage One: century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime</p>	<p>At Lower Key Stage Two: era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity</p>	<p>At Upper Key Stage Two: primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade</p>

The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The following progression highlights 'expected' level for areas of the History curriculum:

Historical Enquiry	Organisation and communication	Historical Interpretation	Chronological understanding	Knowledge and understanding of events, people and changes
<p>At Nursery:</p> <ul style="list-style-type: none"> - Look at children's own photos and memories - Children to retell stories their parents have told them about their life and family. - Look at life cycles and talk about past, present and future <p>Examples of specific disciplinary history:</p> <ul style="list-style-type: none"> - Know about personal history including birthdays and celebrations - Celebrating cultural diversity of children in the class - Traditional festival and celebrations - Routines – learning feedback times, talking about learning from previous day and week - Through interactions talking about what they did yesterday, last week, last year - Life Cycles and growing plants to introduce change over time 				

Historical Enquiry	Organisation and communication	Historical Interpretation	Chronological understanding	Knowledge and understanding of events, people and changes
<p>At Reception:</p> <ul style="list-style-type: none"> - Talk about situations that are familiar to them and how they would have differed in the past. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p>At Reception:</p> <ul style="list-style-type: none"> - Listen to what children say about their family - Share pictures of their family 	<p>At Reception:</p> <ul style="list-style-type: none"> - Hands on experiences such as visiting local area that has historical importance - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps 	<p>At Reception:</p> <ul style="list-style-type: none"> - Show images of familiar situation in the past e.g. homes, schools, transport 	<p>At Reception:</p> <ul style="list-style-type: none"> - Organise events using basic chronology, recognising that things happened before they were born. - Pictures, stories and artefacts from the past - Talk about the lives of the people around them and their roles in society - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
<p>Examples of specific disciplinary history:</p> <ul style="list-style-type: none"> - Personal history: how they celebrate Christmas, new year, family celebrations such as birthday's throughout the year - Learning about the family traditions of children in class from different cultural backgrounds - Remembrance Day - Black History Week – Rosa Parks - Bonfire Night – Guy Fawkes - R.E. Themes taught from RE - Exploring the art of Vincent Van-Gogh - Local area past and present – focus on the school building - Learning feedback times – talking about learning from the previous day and week - Through interactions talking about what they did yesterday, last week, last year - Child led learning inspired from books – Tim Peake (Astronauts) 				

Repeated Vocabulary

history, historian, before, now, after, old, new, past, present, time family, friends, community

History						
	Key Stage One: Autumn		Lower Key Stage Two: Autumn		Upper Key Stage Two: Autumn	
	Cycle A-Toys	Cycle B-War and Remembrance	Cycle A-Prehistoric Britain	Cycle B-Roman Britain	Cycle A-Benin Kingdom	Cycle B-Industrial Revolution
Substantive Knowledge	<ul style="list-style-type: none"> -What are toys like today? -What were 20th century toys like? -What important changes have been made to toys? - How have toys changed over time? 	<ul style="list-style-type: none"> -Who was Walter Tull? -What was Walter Tull remembered for? -What was life like on the front line? -How did animals support in the First World War? -What was life like for women during the war? -Why do we have Remembrance Day? 	<ul style="list-style-type: none"> -How do we know about life in the Stone Age? -Which animals lived during the Ice Age? -What were the different periods in the Stone Age? -What was life like in a Stone Age settlement? -How did the Bronze Age change how humans lived? -Who were the Celts, and what was life like for them? 	<ul style="list-style-type: none"> -How did the Roman Empire become so powerful? -How do the Romans conquer Britain? -Why did Boudicca lead a revolt against the Romans? -How did the Romans change Britain? -What did the Romans believe? -Why did the Romans leave Britain? 	<ul style="list-style-type: none"> -How did the Benin Kingdom begin? -What was life like for the Edo people in the Benin Kingdom? -How were trade links established and what goods were traded? -What led to the Civil war in the 1700's? -What was the Transatlantic Slave Trade? -Why did the British colonise Benin and what impact did this have? 	<ul style="list-style-type: none"> -What were the key features of Victorian society? -How did living conditions change during the Industrial Revolution? -How did working conditions change during the Industrial Revolution? -What inventions revolutionised the lives of British people? -How did the Industrial Revolution change Wakefield? (specific focus on South Elmsall) and surrounding areas -What political changes took place during the Industrial Revolution?
Disciplinary Knowledge	<ul style="list-style-type: none"> - Recognise the distinction between past and present - Find answers to simple questions about the past from sources of information e.g. artefacts - Sequence 3 or 4 artefacts from distinctly different periods of time - Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. - Use sources to answer simple questions about the past. - Sequence events in their life. - Recognise the difference between the past and present in their own and others' lives. - Sequence artefacts closer together in time - check with reference book. 	<ul style="list-style-type: none"> - Talk about what / who was significant in simple historical accounts. - I can make some comments about why people did things, why events happened and what happened as a result of these. - Compare pictures or photographs of people or events in the past Discuss reliability of photographs / accounts / stories - To develop an awareness of the past and identify similarities, including differences between different periods and understanding the significance of individuals in the past. 	<ul style="list-style-type: none"> - Place the time studied on a time line. - Use dates and terms related to the study unit and passing of time. - Recognise that our knowledge of the past is constructed from different sources of evidence. - Use relevant historical terms and vocabulary linked to chronology. - Use a range of sources to find out about a period. - Use sources to answer historically valid questions. 	<ul style="list-style-type: none"> - Understand more complex terms e.g. BC/AD - Recognise why some events happened and what happened as a result. - Select and organise relevant historical information to present in a range of ways. - Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> - Evaluate sources and make simple inferences. -To order significant events. -To use evidence to build up a picture of a past event. - Use relevant terms and period labels. -Use documents, printed sources to collect evidence about the past. -Make comparisons between different times in the past. 	<ul style="list-style-type: none"> - Choose reliable sources of information to find out about the past. - Make links between some of the features of past societies. (e.g. religion, houses, society, technology. - Order significant events, movements and dates on a timeline.

Vocabulary	Toys Favourite Modern New Present 21 st Century 20 th Century Older Similarities Differences Different Victorian Impact Future	Walter Tull First World War 1914-1918 Central powers Western front Battle of the Somme Battle of Waterloo Battle of Issus Battle of Bosworth No mans land Front line Ammunition Cher Ami Munitions factory Womens land army (WLA) Sergeant Stubby Armastice Cenotaph Poppy Peace	Homo sapiens The Ice Age Palaeolithic Era Mesolithic Era Neolithic Era Neanderthals Extinct Torc Bronze Iron	Amphitheatre Aqueduct Barbarian Centurion Citizen Client King Culture Dictator Emperor Empire Government Import Latin Legion Oppidum Paganism Rebellion Taxes Toga Villa	Oba Ogisis Empire Guild Animism Voodoo Cowrie shells Civil war Moat Colonisation	Industry Industrial revolution Population Economy Agriculture Poverty Mass production Era Sanitation Child labour
Expectation of skills progression	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:

History						
	Key Stage One: Spring		Lower Key Stage Two: Spring		Upper Key Stage Two: Spring	
	Cycle A-Travel and Transport	Cycle B-Nurturing Nurses	Cycle A-Shang Dynasty	Cycle B-Anglo Saxons and Scots	Cycle A-Medieval Monarchs	Cycle B-Civil Rights
Substantive Knowledge	<ul style="list-style-type: none"> -How did the wheel begin to change lives? - How much has changed? - Did everyone welcome the railways? - How has the car developed and did everyone benefit? - How much has changed since the Wright Flyer? How has transport changed over time? 	<ul style="list-style-type: none"> - What makes someone significant? - How did Florence Nightingale impact nursing? - What impact did Mary Seacole having on nursing? - How Edith Cavell help soldiers in the First World War? - Why should Florence Nightingale, Mary Seacole and Edith Cavell be remembered? 	<ul style="list-style-type: none"> -How do we know about the Shang Dynasty? -How did the Shang Dynasty begin? -What was life like for people in the Shang Dynasty? -What did the Shang people believe? -Who was Fu Hoo? -How did the Shang Dynasty end? 	<ul style="list-style-type: none"> -How do we know about the Anglo-Saxons? -Who invaded Britain after the Romans left? -What was life like for Anglo-Saxons? -What did the Anglo-Saxons believe? -What was the heptarchy? -Why did the Anglo-Saxons build forts? 	<ul style="list-style-type: none"> -In 1066, who was the rightful heir to the throne? -Who was responsible for the death of Thomas Becket? -Who was the worse King: Richard or John? -In what ways was Edward I a 'great and terrible' king? -Why did Henry III initiate reformation? -Was Elizabeth I 'weak and feeble'? 	<ul style="list-style-type: none"> -What was the United States of America like in the 1950's? -Why did Oliver Brown take the Board of education to the Supreme court? -Why didn't Rosa Parks give up her seat on the bus? -What was Dr Martin Luther King Jr's dream? -Why did 3,200 people march from Selma to Montgomery? -What is the Black Lives Matter Movement and why is it needed?
Disciplinary Knowledge	<ul style="list-style-type: none"> - I can find out about an early form of travel: The Viking longboat. - Identify some similarities and differences between ways of life at different times in the past, present and future. - To find out about individuals in the past who have contributed to national and international achievements. - Identify some of the basic ways in which the past can be represented. -Order and sequence some familiar events and objects-order transport in order of date it was made. - Compare adults talking about the past – how reliable are their memories? To ask grandparents what transport they had and how it was different. 	<ul style="list-style-type: none"> - Choose parts of stories and other sources to show what they know about significant people and events. - Recognise some basic reasons why people in the past acted as they did. - Identify similarities and differences between ways of life at different times. - Describe memories of key events in lives. - To persuade others why people are seen as significant. - Consider why things may change over time. - Sequence photographs etc. from different periods of their life. 	<ul style="list-style-type: none"> - Identify and give reasons for different ways in which the past is represented. - Look at representations of the period – museum, cartoons etc. - Observe small details e.g. artefacts and pictures. - Discuss some historical events, issues connections and changes. - Use sources to answer historically valid questions. -Compare with our life today Identify reasons for and results of people's actions. 	<ul style="list-style-type: none"> - Use relevant and appropriate historical terms and vocabulary linked to chronology. - Identify historically significant people and events in different situations. - Place events from period studied on time line. 	<ul style="list-style-type: none"> - Make comparisons between different times in the past. - Order significant events, movements and dates on a timeline. - Compare accounts of events from different sources- fact or fiction and offer some reasons for different versions of events. - Select relevant sections of information. 	<ul style="list-style-type: none"> - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. - Use documents, printed sources to collect evidence about the past. - Examine causes and results of significant events and the impact on people.
Vocabulary	Penny farthing Omnibus Sedan chair Steam cart Archaeology Scandinavia Figurehead Various decades; (1920's-1990's) George Stephenson Locomotive Coal wagon Invention Industrial revolution Montgolfier brothers Wright flyer Myth Magnetic levitation trains Driverless cars Supersonic	Florence Nightingale Nursed Supplies Crimean war Sctari Mary Seacole Healer Challenges Racial prejudice British hotel Herbal remedies Edith Cavell World War One Belgium Allied Invaded Treason Execution Inspired Attitudes	Archaeologist Artefacts Bronze Cowrie shells Dynasty Emperor General Jade Oracle bones Yellow river Source	Anglo Saxons Picts (Celtic) Britons Paganism Chirstianty Heptarchy Kingdom Shire	Monarch Government Democracy Crusades Domesday Book Magna Carta Feudai system (feudalism) Baron Knights Peasant	Boycott Civil Rights Civil disobedience Integration Jim Crow Ku Klux Klan Segregation Separate but equal NAACP Nonviolence

Expectation of skills progression	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:

History						
	Key Stage One: Summer		Lower Key Stage Two: Summer		Upper Key Stage Two: Summer	
	Cycle A-Pocahontas	Cycle B-Great Fire of London	Cycle A-Ancient Greece	Cycle B-Vikings	Cycle A-Middle East	Cycle B-Twentieth Century Conflict
Substantive Knowledge	<ul style="list-style-type: none"> - How can we find out whether a story is real or imaginary? - What makes someone historically important? - Do you know the life history of Pocahontas? - What was life like Pocahontas and Powhatan people? - Why did the colonies leave England and risk their lives? - Why should we remember Pocahontas? 	<ul style="list-style-type: none"> - How can you safely build a fire? - What were the problems with London in 1666? - What happened and how do we know? - What did eyewitnesses say about the Great Fire? - What are the causes and consequences? - Why did the Great Fire of 1666 spread so easily? 	<ul style="list-style-type: none"> -How was Ancient Greece organised? -What was the Golden Age of Greece? -What did the Greeks believe? -Who were the ancient Greek philosophers? -Who won the Peloponnesian War? -Why was Alexander so great? 	<ul style="list-style-type: none"> -Why did the Vikings invade Britain? -What happened at Lindisfarne in 793? -Why did Alfred sign a treaty with Guthrum? -Were the Vikings the first Europeans to discover the Americas? -Who were the Norse Gods? -Did King Cnut try to stop the tide from coming in? 	<ul style="list-style-type: none"> -Why is the Middle East important to different religions? -Why is the Middle East important to different religions? -What was the Ottoman Empire? -What events led to the Arab-Israeli War in 1948? -Why did Israel and Arab nations fight wars, and how did it change who controlled the area? -What is the situation with the Israeli-Palestinian conflict now? 	<ul style="list-style-type: none"> -What caused the First World War to outbreak? -Why were so many lives lost on the Western Front? -Was the Treaty of Versailles fair? -How did Hitler rise to power in the 1930's? -What was life like in Nazi Germany? -Was the Second World War inevitable?
Disciplinary Knowledge	<ul style="list-style-type: none"> - Make simple observations about different people, events, beliefs and communities. - Choose parts of stories and other sources to show what they know about the past. - Describe special or significant events. Retell simple stories or events from the past. - Match objects to people of different ages. - Uses stories to encourage children to distinguish between fact and fiction. 	<ul style="list-style-type: none"> - Demonstrate simple historical concepts and events through roleplay, drawing and writing. - Ask and answer simple questions about the past through observing and handling a range of sources. - To find out how a historical event happened/started. -To identify differences and similarities ways of life in different periods. -To find out how a historical event changed the lives of others, good ways and bad ways. 	<ul style="list-style-type: none"> - Select and organise historical information to present in a range of ways. - Use sources to answer historically valid questions. - Describe some of the ways the past can be represented. - Distinguish between different sources – compare different versions of the same story. - Sequence several events or artefacts. - Understand why people may have wanted to do something. 	<ul style="list-style-type: none"> - Recognise how sources of evidence are used to make historical claims. - Discuss significant aspects of, and connections between, different historical events. - Identify historically significant people and events in different situations. - Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - Evaluate evidence to choose the most reliable forms. - Order significant events, movements and dates on a timeline. - Describe the main changes in a period in history. 	<ul style="list-style-type: none"> - Compare accounts of events from different sources-fact or fiction and offer some reasons for different versions of events. - Use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs to collect evidence about the past. - Investigate own lines of enquiry by posing questions to answer by collecting relevant sources of information. - Give own reasons why changes may have occurred, backed up by evidence. - Examine causes and results of significant events and the impact on people.
Vocabulary	Artefacts Colony Colonist Kidnap Powhatan Territory Virginia	Year Century Britain London Capital city River Thames Timeline Eye witness Samuel Pepys King Charles 11 Architect Lord Mayor Sir Christopher Wren St Pauls Cathedral	Hellas Hellenes Polis BCE Golden Age Pythagoras Socrates Plato Aristotle Alexander the Great Agora	Vikings Danelaw Raid Danelgeld Longship Pagan Monotheist Polytheist Saga Valhalla Asgard	Gaza strip Nakba Palestinian National Authority (PNA) Intifada Palestine Liberation Organisation (PLO) Zionism Hamas Israel Palestine West Bank	Blockade Bolsheviks Mobilisation Schlieffen Plan Trench Warfare Propaganda Rationing Western front Representations Appeasement Blitzkrieg Soviet union Third Reich

Expectation of skills progression	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six: