

# History Progression and Assessment Grids

## National Curriculum Statements

EYFS	Key Stage One (1/2)	Lower Key Stage Two (3/4)	Upper Key Stage (5/6)
<p><b>Understanding the World</b></p> <p><b>3&amp;4 year olds will be learning to:</b> Begin to make sense of their own life-story and family's history.</p> <p><b>Children in reception will be learning to:</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<ul style="list-style-type: none"> <li>Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>Significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>The <b>Roman Empire</b> and its impact on Britain</li> <li><b>Ancient Greece</b> - a study of Greek life and achievements and their influence on the western world.</li> <li>A local history study.</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by <b>Anglo-Saxons</b> and Scots</li> <li>The <b>Viking and Anglo-Saxon</b> struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<b>crime &amp; punishment, leisure &amp; entertainment in the 20<sup>th</sup> century</b>)</li> <li>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: <b>Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</b></li> <li>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; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>

I can ...	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Finding out About the Past (Enquiry)</b></p>	<p><b>3&amp;4 year olds</b></p> <p>Autumn 1: <b>Marvellous Me</b> lives. -Talk about aspects of familiar world &amp; describe special events for family &amp; friends.</p> <p>Autumn 2: <b>Why do squirrels hide their nuts?</b> -Interest in lives who are special to them. -Ask questions about familiar world.</p> <p>Spring 1: <b>Let's snuggle up for a story</b> -Talk about things observed within learning environment.</p>	<p>-Talk about and share experiences from the past and present.</p> <p>-Talk about and describe artefacts from the past and present.</p> <p>-Sort artefacts from then and now.</p> <p>-Ask and answer basic questions about the past.</p>	<p>-Use a source (artefacts, photos, books) to ask and answer questions about the past.</p> <p>-Consider why things may change over time.</p> <p>-Sequence artefacts closer together in time.</p>	<p>-Use a range of sources to find out about a period (e.g. ask and address historically valid questions).</p> <p>-Observe small details: artefacts, pictures.</p> <p>-Select and record information relevant to the study.</p> <p>-Begin to use the library and internet for research.</p> <p>-Recognise that our knowledge of the past is constructed from different sources of evidence.</p>	<p>-Use evidence to reconstruct life in time studied.</p> <p>-Use evidence to build up a picture of a past event.</p> <p>-Choose relevant material to present a picture of one aspect of Roman &amp; Ancient Greek life.</p> <p>-Ask a variety of questions.</p> <p>-Use the library and internet for research.</p> <p>-Evaluate writings from different periods in history and identify what we can learn.</p>	<p>-Begin to identify primary and secondary sources.</p> <p>-Use evidence to build up a picture of a past event.</p> <p>-Select relevant sections of information.</p> <p>-Use the internet for research with increasing confidence.</p> <p>-Explain why written history is often about the lives of rich and powerful.</p>	<p>-Recognise primary and secondary sources.</p> <p>-Use a range of sources to find out about an aspect of time past.</p> <p>-Suggest omissions and the means of finding out.</p> <p>-Bring knowledge gathered from several sources together in a fluent account.</p>

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<p><b>Finding out About the Past (Chronology)</b></p>	<p>Spring 2: <i>Where do flowers come from and are eggs alive?</i> -Join in with different events and traditions.</p> <p>Summer 1: <i>When I grow up</i> -Knows some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relation to friends or family.</p> <p>Summer 2: <i>When the sun comes out-</i> Knows some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relation to friends or family.</p> <p><u>Children in reception</u> Autumn 1: <i>Marvellous Me</i> - talk about my family and family history.</p>	<p>-Place key events in a timeline of my life.</p> <p>-Use simple everyday terms to describe the passing of time (e.g. now and then, long ago, new and old, recently).</p> <p>-Sequence events.</p> <p>-Recount changes in living memory.</p>	<p>-Sequence photographs from different periods of my life.</p> <p>-Use historical terms to describe the passing of time.</p> <p>-Describe my own important memories and plot them on a timeline.</p> <p>-Place objects, people and events beyond own experiences in time order.</p>	<p>-Place the time studied on a timeline.</p> <p>-Use dates and terms related to the study unit and passing of time when ordering events or objects.</p> <p>-Sequence several events or artefacts.</p> <p>-Use an increasing range of historical terms to describe the passage of time.</p> <p>-Demonstrate awareness that the past can be divided into different periods of time.</p>	<p>-Place events from Ancient Greece and Chasetown on a 1mm-1 year timeline.</p> <p>-Use terms related to the period and begin to date events (e.g. The Victorians, The Great Fire of London 1666).</p> <p>-Describe how the past has been divided into different periods of time.</p> <p>-Understand more complex terms eg BC/AD.</p> <p>- Use the terms BC and AD to locate dates of invasion and occupation.</p> <p>-Explain reasons for placing objects, people and events in a particular order.</p>	<p>-Describe the key characteristics and features of a range of different periods of history.</p> <p>-Describe changes that have taken place within and across -historical periods.</p> <p>-Use dates and appropriate historical terms to sequence events and periods of time (from 3000BC to 2000CE).</p>	<p>- Compare and contrast historical periods identifying similarities and differences.</p> <p>-Describe and analyse the impact of change within and between periods in the past.</p> <p>-Use dates and a wide range of historical terms when sequencing events and periods of time (e.g. Elizabeth I reign).</p> <p>-Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>-Sequence more than 10 events form WW11 on a timeline.</p>
<p><b>Historical Events - changes and interpretations</b></p>	<p>Autumn 2: <i>Why do squirrels hide their nuts?</i> -explore environmental changes through time.</p> <p>Spring 1: <i>Why do snowmen melt?</i> -retell traditional stories in the correct sequence. -explore original and twisted tales through time.</p> <p>Spring 2: <i>What happens when I fall asleep?</i></p>	<p>-Talk about events in my life and the lives of people I know.</p> <p>-Retell some events from beyond living memory which are significant nationally and globally.</p> <p>-Compare adults talking about the past - how reliable are their memories?</p>	<p>-Retell some events from beyond living memory which are significant nationally and globally. (e.g. retell what happened during The Great Fire of London and explain the importance of Samuel Pepy's diary)</p> <p>-Compare two versions of a historical event.</p> <p>-Compare photographs/ people/events in the past.</p>	<p>-Identify and give reasons for different ways in which the past is represented.</p> <p>-Distinguish between different sources - compare different versions of the same story.</p> <p>-Look at representations of the period - museum, cartoons etc.</p>	<p>-Begin to evaluate the usefulness and importance of the periods of time studied.</p> <p>-Describe features of historical events beyond living memory.</p> <p>-Analyse maps and charts to identify the changes the Romans made to England.</p>	<p>-Make comparisons between different times in the past.</p> <p>-Recognise the difference between fact, history and conjecture.</p> <p>- Interpret and evaluate a key historical event from more than one perspective or viewpoint.</p>	<p>-Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.</p> <p>-Be aware that different evidence will lead to different conclusions.</p> <p>-Evaluate the impact and importance of WW11 on present day.</p>

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	<p>-talk about the history of the police, armed forces etc.</p> <p>Summer 1: <i>Where do flowers come from?</i></p> <p>-look back to previous seasons and discuss observations in past tense.</p> <p>-compare seasons.</p>		<p>-Discuss reliability of photos/accounts/ stories.</p>	<p>-Describe features of key events, people's lifestyles and impact of events on the peoples' lives.</p> <p>-Compare similar events from the present and past.</p>	<p>-Explain and give reasons for events in the present and past.</p>	<p>-Offer some reasons for different versions of events.</p> <p>-Research and present an analysis of the effects of the Vikings and Anglo-Saxons on England today.</p> <p>-Evaluate what the Tudors were famous for.</p>	<p>-Confidently use the library and internet for research.</p> <p>-How do you think Britain will change in the next 200 years?</p>
<b>Lifestyles of People in the Past</b>	<p>Summer 2: Who lives in a rock pool?</p> <p>-look at the history of materials and how long they take to compress.</p> <p>-show an understanding of the history of pollution.</p> <p>-discuss similarities and differences in the seaside.</p>	<p>-Talk about my own life, my home and the way I live my life.</p> <p>-Make observations about different people, events and beliefs.</p> <p>-Identify some similarities and differences between ways of life at different times.</p>	<p>-Recognise why people did things, why events happened and what happened as a result.</p> <p>-Identify differences between ways of life at different times in the past.</p> <p>-Describe and contrast aspects of medieval life.</p>	<p>-Find out about and compare the ways of life of people from different historical periods.</p> <p>-Identify reasons for and results of people's actions.</p> <p>-Understand why people may have wanted to do something.</p> <p>-Describe the changes and differences in lifestyle in the past and present.</p>	<p>-Describe and give reasons for the changes and differences in lifestyle in the past and present.</p> <p>-Explore links and contrasts within and across different periods of time.</p> <p>-Offer a reasonable explanation for some events.</p> <p>-Identify key similarities and differences of a time in history and Chasetown.</p>	<p>-Study different aspects of different people - differences between men and women.</p> <p>-Examine causes and results of great events and the impact on people.</p> <p>-Compare life in early and late 'times' of The Tudors.</p> <p>-Compare an aspect of live with the same aspect in another period.</p>	<p>-Find out about beliefs, behaviour and characteristics of people during the reign of Elizabeth II.</p> <p>-Compare beliefs and behaviour with another time studied.</p> <p>-Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate your explanation.</p> <p>-Know key dates, characters and events of WW11.</p>
<b>Significant Historical People</b>	<p>-Talk about important people in my life and those of people I know.</p> <p>-Describe key events in my life.</p> <p>-Describe the life of a famous person in History</p>	<p>-Talk about important people in my life and those of people I know.</p> <p>-Describe key events in my life.</p> <p>-Describe the life of a famous person in History</p>	<p>-Talk about and describe the actions and events in the life of a well - known historical person using a range of historical vocabulary.</p>	<p>-Use different sources to describe events in the life of a well -known historical person.</p> <p>-Describe key events in their life from a range of sources of information.</p>	<p>-Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Queen Elizabeth I.</p> <p>-Identify and describe key events in my own life from</p>	<p>-Describe how rulers (such as Henry VIII/ Alfred the Great) have used their religion to support their power and justify actions.</p> <p>-Use appropriate evidence sources to identify how people's lives have been</p>	<p>-Use appropriate evidence sources to identify how people's lives have been shaped by people and events.</p> <p>- Describe a significant society or issue in world history and its</p>

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		(e.g. Mary Seacole, Mary Anning).		-Talk about and give reasons for the actions of, and events in the life of a well-known historical person.	a range of sources of information.  -Compare and contrast a range of information about a significant historical person.	shaped by people and events.	interconnections with other world developments.
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