

### Bournmoor Primary School History Progression Grid

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>  <i>including characteristic features of periods</i>	Talk about personal events that happened in the recent past e.g. "yesterday."	Begin to understand that events/objects have changed over time.  Talk about these differences.	Begin to Sequence events in their own lives.  Begin to understand the concept of past, present and future.	Sequence historical events.  Begin to understand the concepts of dates.  Understand the concept of past, present and future.	Place the era/time period being studied onto a timeline.  Start to put events, artefacts and people in chronological order based on dates.  Start to put historical time periods in chronological order.	Put events, artefacts, people and historical periods in order on a timeline based on dates.  Begin to understand more complex concepts such as BC and AD.	Show understanding of BC and AD.  Name historical periods.  Use key vocabulary.	Sequence events and historical periods on a timeline.  Note connections, contrasts and trends over time.
<b>Historical Terms</b>  <i>e.g. empire, peasant, monarch, invasion</i>	Start to use words such as yesterday, today and tomorrow.	Frequently and accurately use words such as today, yesterday and tomorrow.  Know some key words about the topic being studied.	Know and use some key vocabulary based on the historical period being studied.	Verbally use key vocabulary based on the topic being studied.  Begin to use key historical terms in written work.	Use key vocabulary based on the period being studied in written work.  Begin to use more generic history vocabulary.	Use key vocabulary and subject-specific vocabulary in written work.	Use historical vocabulary based on the topic being studied and history in general.  Record key terminology in a variety of ways.	Use historical vocabulary based on the topic being studied and history in general.  Independently find the meaning of new words and record this in a variety of ways.
<b>Historical Enquiry</b>  <i>Using evidence / communicating ideas</i>	Look at objects from the recent past.	Ask how and why questions.  Look and comment upon objects from the recent past.	Ask historical questions.  Understand some ways that we find out about the past	Ask and answer historical questions using sources such as What happened? Why? Who was there?	Observe small details.  Select and record information relevant to the	Use evidence to support knowledge of the past.  Research and answer	Use source materials and devise valid questions.	Select and organise relevant historical information.  Ask and research their own narrow

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			<p>e.g. artefacts, photos, stories, etc.</p> <p>Sort artefacts into “then” and “now”.</p> <p>Use different historical sources to show understanding.</p>	<p>Begin to learn that history is a study of what historians wrote about the past.</p>	<p>time period being studied.</p> <p>Research a time period/event.</p>	<p>independent historical questions.</p> <p>Suggest where answers to historical queries may be found.</p>	<p>Learn how historians use sources to construct their knowledge of the past.</p> <p>Use a variety of evidence to support knowledge of the past.</p> <p>Independently research historical periods/events and take key notes.</p>	<p>historical enquiry questions, constructing their own responses.</p> <p>Collate information from sources to give an accurate account of an event.</p>
<p><b>Interpretations of History</b></p>	<p>Look at and comment upon photographs from the past.</p>	<p>Look at and comment upon photographs from the past.</p>	<p>Identify different ways to represent the past.</p> <p>Talk about and share observations on the different ways to represent the past.</p>	<p>Compare different ways to represent the past e.g. artefacts, photos, stories, accounts etc</p> <p>Begin to learn that historians study the past and construct accounts.</p>	<p>Know why the past is represented in different ways.</p> <p>Understand that history is about how historians have made sense of the past.</p> <p>Distinguish the different sources based on the time period being studied.</p>	<p>Evaluate sources on the time period being studied by having a narrow focus enquiry question.</p> <p>Use textbooks, sources and own historical knowledge to select and organise relevant historical information.</p>	<p>Understand that different versions of the past may exist, giving some reasons for this.</p> <p>Compare events from different sources.</p>	<p>Use sources and own historical knowledge/ research to provide evidence to key questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p>
<p><b>Continuity and Change</b> <i>in and between periods</i></p>	<p>Handle objects from the recent past.</p>	<p>Discuss changes and continuity in familiar objects from the recent past e.g. toys.</p>	<p>Discuss changes and continuity in familiar aspects of life e.g. seaside.</p>	<p>Discuss and compare changes and continuity between familiar aspects of life.</p>	<p>Describe key events, different time periods and societies.</p>	<p>Make links between events, different time periods and societies.</p>	<p>Describe and make links between events, different time periods and societies using a</p>	<p>Describe and make links between events, different time periods and societies using a</p>

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				Begin to discuss continuity and change between different times periods and the present day.			greater depth of historical knowledge.	greater depth of historical knowledge and explain why things have changed.
<b>Causes and Consequence</b>	Begin to know that things have changed over time.	Know things have changes over time.	Recognised why people did things.	Know why events happened.  Understand that events happened as a direct result of people's actions.	Identify and give reasons for historical situations, events and changes.	Identify some of the consequences/ results of historical events and situations.	Offer explanations about why people in the past acted as they did.	Evaluate the causes and consequences of past actions.  Answer questions such as What would happen if X did not do that? Why?
<b>Similarities and Differences</b>  <i>within a period/situation – diversity</i>	Know about similarities and differences between themselves and others, and among families and communities.  Handle objects from the recent past and make comments on these.	Identify similarities and differences between objects from the recent past and present.  Make simple observations about different types of people, events, beliefs within a society.	Identify similarities and differences between the ways of life in different periods and their own life.  Make simple observations about different types of people, events, beliefs within a society.	Identify similarities and differences between the past and now such as food, houses, transport, school etc.  Make simple observations about different types of people, events, beliefs within a society.	Describe some similarities and differences between the past and present.  Make observations about different types of people, events, beliefs within a society.	Evaluate similarities and differences between the past and present.  Describe social, cultural, religious and ethnic diversity in Britain and the wider world.	Describe similarities and differences between different time periods.  Describe social, cultural, religious and ethnic diversity in Britain and the wider world.	Evaluate similarities and differences between time periods.  Describe social, cultural, religious and ethnic diversity in Britain and the wider world.
<b>Significance</b>  <i>of events / people</i>	Recognise and describe special times or events for family or friends.	Recognise and describe special times or events for family or friends.	Talk about who was important e.g. in a simple historical account.	Talk about who was important e.g. in a simple historical account.	Identify historically significant people and events in situations.	Identify historically significant people and events in situations.	Identify historically significant people and events in situations.	Identify historically significant people and events in situations.

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	<p>Know some events/people are important.</p>	<p>Know some events/people are important and name some.</p>	<p>Make simple observations about who/what was important about a time period.</p>		<p>Begin to explain why they were significant.</p>		<p>Give reasons why events/people are significant.</p>	<p>Explain the consequences of the significant event/person and what would happen if the event did not occur.</p> <p>Begin to consider and explain the significance of events, people and developments in their context and in the present. <i>(preparation for KS3).</i></p>
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