

Subject Progression Grid for History



Chronological Understanding

Year 1	Can compare two events and say which happened first.	Beginning to understand what timelines represent.	Beginning to make simple links between areas of study (e.g. spot the difference).	
Year 2	Can mostly accurately order events they have learnt about from furthest away to most recent.	Can populate equidistant timelines in a given and specific context.	Can make some comparisons between areas of study, identifying some similarities and differences between them.	
Year 3	Begin to apply chronological understanding to timelines and historical eras (e.g. BC and AD).	Can generally make links between areas of history they have studied in Year 3 and previously, identifying a range of similarities and differences between them.		
Year 4	Becoming more secure with BC and AD as well as key historical periods (Roman, Victorian, Greeks, Anglo Saxon and Vikings and associated centuries) and can place these periods of history accurately on a timeline.	Can make links between areas of history they have studied, identifying and explaining similarities and differences between them.	Understand the concept of progress and that history is not a linear timeline of 'progress' (c.p. Anglo-Saxons and Romans).	
Year 5	Have a generally secure knowledge of chronology and are mostly accurate in placing a range of historical events from the world on a timeline.	Can draw their own timeline accurately using given intervals, perhaps adding to it as learn about new events.	Can make comparisons between historical periods and people(s), making reasoned judgments.	Can identify some trends over time, e.g. concrete developments such as fashion, weapons, architecture.
Year 6	Becoming increasingly accurate at linking British and European history to contemporary events from around the world (Egyptians and Mayans).	Can draw more complex timelines (e.g. a double timeline to compare contemporary events), deciding on accurate intervals using specific years (some events children may also use the month, such as the outbreak of WW2).	Pupils can make a range of historical comparisons hypothesising the reasons for these differences and/or similarities.	Can identify some trends over time, identifying how ideas and concepts have been continued / developed, e.g. democracy, attitudes etc.

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Knowledge

Year 1	Remember some key events about the areas they have studied.		
Year 2	Can remember some key events about the areas they have studied.	Can consider how we know about past events.	Know they can find historical information in books.
Year 3	Can remember key facts and information from areas of study in Year 3.	Can identify at least one way we gather information.	Can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence
Year 4	Remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study.	Can identify at least two ways we gather information.	Are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips.
Year 5	Remember and refer to key facts and information from areas of study in Year 5 and some information from previous areas of study.	Are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.	Are confident in using two different sources to gather information e.g. books, internet, film clips etc.
Year 6	Remember and refer to key facts and information from areas of study in Year 6 and some information from previous areas of study and occasionally make reference to things learned outside of school (e.g. from films).	Have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.	Can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

Subject Progression Grid for History



Questioning / Reasoning

Year 1	Beginning to ask simple questions when they are unsure.		Can answer questions verbally related to an area of study accurately.	
Year 2	Can ask clarification questions to lead a conversation.	Can accurately answer most simple questions related to an area of study.		Can sometimes explain their answers using sources or stories.
Year 3	Can ask questions to develop understanding, focussing on, for example, change and difference.	Generally able to answer questions by speculating related to the area of study.		Can generally use sources to explain their answers.
Year 4	Can ask 'why' questions to develop an understanding of cause and effect.	Able to answer questions synthesising information from two or more sources related to the area of study.		Can use sources to explain their answers and are beginning to organise their responses.
Year 5	Can ask challenging questions, e.g. significance and bias.	Show some purposeful selection about what information they wish to include in responses.	Increasingly challenge sources of information.	Show organisation of information when responding to or asking questions.
Year 6	Can ask hypothetical questions.	Can make purposeful decisions about information to include when forming responses to questions.	Can challenge sources, questioning the validity of these.	Can organise information purposefully when responding to or asking questions.

Subject Progression Grid for History



Vocabulary

Year 1	Can use names and places that link to the areas of study.	Can use every day words and phrases to indicate periods of time, e.g. "a long time ago".	
Year 2	Can remember and use names and words specific to areas of study.	Can use words and phrases mostly accurately to indicate periods of time e.g. "ancient", "centuries".	
Year 3	appropriately use names and words from the areas they have studied in Year 3 as well as remembering a few from previous years.	Can use words and phrases accurately to indicate periods of time and may be beginning to use more specific words and phrases to indicate time, talking about decades, millennium etc.	Introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation.
Year 4	Can appropriately use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study.	Can remember and apply a few words related to history in general as well as periods of history	
Year 5	Beginning to apply specialised vocabulary from the areas they have studied in Year 5 as well as their previous studies.	Be able to apply and explain more words related to history in general as well as periods of history.	
Year 6	Can confidently remember vocabulary from the areas they have studied over the years.	Can use vocabulary from other or previous areas of study in different contexts and constructively critique these choices.	

Skills Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise	Observe (Identify and describe) Sequence Compare and Contrast	Observe (categorise and classify) Select Recall Speculate Summarise (one source)	Synthesise (combine two or more sources and summarise) Demonstrate understanding (explain and reason) Apply	Empathise Reach Informed Conclusions Make reasoned Judgements Justify	Evaluate Critique Hypothesise