



## History

### Progression grid

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Statutory guidance	<p style="text-align: center;"><b><u>The Statutory Framework for the Early Years</u></b>  <b><u>Foundation Stage, 2021</u></b>  <b>Understanding the World</b>  <b>ELG: Past and Present</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		<p style="text-align: center;"><b><u>National Curriculum, 2014.</u></b>            Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p><u>Pupils should be taught about:</u></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>		<p style="text-align: center;"><b><u>National Curriculum, 2014.</u></b>            Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</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: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>				

Progression and Assessment Criteria

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u><a href="#">Changes within living memory</a></u></p> <ul style="list-style-type: none"> <li>Know &amp; talk about key events in my life, e.g. birthdays, weddings, Eid</li> <li>Know some stories about my family, e.g. looking at photos &amp; sharing memories</li> <li>Look at some objects from the past (Wonderment items) and compare them to those of today i.e. sing 'I'm a Little Teapot' and look at teapots and tea cosies, do children know what they are? Look at an old iron and compare it to one from today etc</li> <li>Know about the lives of the people around me &amp; their roles in society</li> </ul> <p><u><a href="#">Events beyond living memory</a></u></p> <ul style="list-style-type: none"> <li>Know about the past through stories, events encountered in books read in class &amp; story telling and celebrations</li> </ul> <p><u><a href="#">The lives of significant individuals in the past</a></u></p> <ul style="list-style-type: none"> <li>Know about the past through stories, events encountered in books read in class &amp; story telling i.e. The Tiger Who Came to Tea, focussing on and comparing times by looking at the job of a milkman, green grocer etc.</li> </ul> <p><u><a href="#">Significant historical events, people and places in their own locality</a></u></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Finding out about some of the very old landmarks in the city of Derby i.e. Derby Cathedral, during our Derby Project</li> </ul>	<p><u><a href="#">Changes within living memory</a></u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Understand the ways I have changed.</p> <p>Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc.</p> <p><u><a href="#">Events beyond living memory</a></u></p> <p>Comment on images of familiar situations in the past</p> <ul style="list-style-type: none"> <li>Moon landing</li> <li>Dinosaurs</li> </ul> <p><u><a href="#">The lives of significant individuals in the past</a></u></p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> <li>Neil Armstrong (US astronaut)</li> <li>Tim Peak (UK astronaut)</li> <li>Mary Anning (palaeontologist)</li> </ul> <p><u><a href="#">Significant historical events, people and places in their own locality</a></u></p> <p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>Christmas</li> <li>Types of travel now and then</li> </ul>	<p><u><a href="#">Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Toys</a></u></p> <ul style="list-style-type: none"> <li>Know how to ask and answer questions about old and new objects.</li> <li>Use words and phrases like: old, new and a long time ago.</li> <li>Spot old and new things in a picture.</li> <li>Use words and phrases like: before, after, past, present, then and now.</li> <li>Give examples of things that were different when my grandparents were children.</li> </ul> <p><u><a href="#">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 - Columbus/Armstrong</a></u></p> <ul style="list-style-type: none"> <li>Know how some people have helped us to have better lives.</li> <li>Ask questions of my own to find out about the past.</li> <li>To describe why a person is famous.</li> </ul> <p><u><a href="#">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 - Queen Elizabeth I, Queen Elizabeth II and personal history</a></u></p> <ul style="list-style-type: none"> <li>Know many changes that have happened since I was born.</li> <li>Compare how live has changed over a period of time.</li> </ul>	<p><u><a href="#">Events beyond living memory that are significant nationally - Great Fire of London</a></u></p> <ul style="list-style-type: none"> <li>Know how to use books or internet to find out about the past.</li> <li>Know what certain objects from the past might have been used for.</li> </ul> <p><u><a href="#">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 - Nightingale/Seacole</a></u></p> <ul style="list-style-type: none"> <li>Recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place.</li> <li>Know about the life of a famous person from the past from my research.</li> </ul> <p><u><a href="#">Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Seasides</a></u></p> <ul style="list-style-type: none"> <li>Know how to find out things about the past by talking to an older person.</li> <li>Know about how things were different when my grandparents were children.</li> </ul> <p><u><a href="#">Significant historical events, people and places in their own locality: Derby Project</a></u></p> <ul style="list-style-type: none"> <li>Look for evidence about how my locality has changed over time.</li> <li>Know about someone famous who was born or lived near our town.</li> <li>Know why there is a monument to a famous person in the town centre.</li> </ul>	<p><u><a href="#">Changes in Britain from the Stone Age to the Iron Age</a></u></p> <ul style="list-style-type: none"> <li>Know what Stone Age people ate and how they got it.</li> <li>Know many differences between the Stone, Bronze and Iron Ages.</li> <li>Describe what people learn from Stone Age art.</li> <li>Be able to describe what a typical day would have been like for a Stone Age man, woman or child.</li> </ul> <p><u><a href="#">The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</a></u></p> <ul style="list-style-type: none"> <li>Know that many of the early civilizations gave much to the world.</li> <li>Know how Egyptians mummified and protected the dead using methods which mean that evidence of their lives is still viewable today.</li> <li>Describe what the finding of Tutankhamun's tomb tells me about the skills of Ancient Egyptians.</li> </ul> <p><u><a href="#">Ancient Greece - a study of Greek life and achievements and their influence on the western world</a></u></p> <ul style="list-style-type: none"> <li>Know about some of the things that the Greeks gave the world.</li> <li>Know that the Greeks were responsible for the birth of the Olympics.</li> <li>Know that the Greek Gods were an important part of Greek culture.</li> </ul>	<p><u><a href="#">The Roman Empire and its impact on Britain</a></u></p> <ul style="list-style-type: none"> <li>Know about at least three things that the Romans did for our country.</li> <li>Know why the Romans built forts in this country.</li> <li>Know that Rome was a very important place and many decisions were made there.</li> <li>Know about the lives of at least two famous Romans.</li> </ul> <p><u><a href="#">Britain's settlement by Anglo-Saxons and Scots</a></u></p> <ul style="list-style-type: none"> <li>Know where the Anglo-Saxons came from.</li> <li>Know at least two famous Anglo-Saxons</li> <li>Use a timeline to show when the Anglo-Saxons were in England.</li> <li>Know that many Anglo-Saxons were farmers.</li> <li>Know that the Anglo-Saxons gave us many of the words that we use today.</li> </ul> <p><u><a href="#">The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</a></u></p> <ul style="list-style-type: none"> <li>Know that Britain was invaded on more than one occasion.</li> <li>Know that the Anglo-Saxons and Vikings were often in conflict and why the Vikings often overpowered the Saxons.</li> <li>Show on a map where the Vikings came from and where they invaded our country.</li> <li>Know that many Vikings came to our country as peaceful farmers.</li> </ul>	<p><u><a href="#">A non-European society that provides contrasts with British history - Mayan civilization c. AD 900:</a></u></p> <ul style="list-style-type: none"> <li>Research in order to find similarities and differences between two or more periods of history; Britain and Mesoamerica.</li> <li>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>Summarise the main events from a period of history, explaining the order of events and what happened.</li> </ul> <p><u><a href="#">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Tudors)</a></u></p> <ul style="list-style-type: none"> <li>Draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>Know how an event or events from the past has shaped our life today, including cause and effect.</li> <li>Know how the lives of wealthy people were different from the lives of poorer people.</li> </ul>	<p><u><a href="#">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII)</a></u></p> <ul style="list-style-type: none"> <li>Draw a scaled timeline with different historical periods showing key historical events or lives of significant people.</li> <li>Understand the impact of the Battle of Britain and Evacuation on the lives of people living at the time.</li> <li>Evaluate how the lives of city people were different from the lives of rural people.</li> </ul> <p><u><a href="#">A local history study: Derby Project</a></u></p> <ul style="list-style-type: none"> <li>Research to find answers to specific historical questions about our locality.</li> <li>Know how our locality today has been shaped by what happened in the past.</li> <li>Analyse how an element of life e.g. crime and punishment, health, education has changed over a period of time.</li> </ul>