



Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

History Progression Grid

	Chronology	Sources and Evidence	Historical Interpretation and evaluation	Organisation and Communication of historical knowledge
Emergent	<ul style="list-style-type: none"> Talk about past and present events in own life. 	<ul style="list-style-type: none"> Use pictures and objects to understand past events. 	<ul style="list-style-type: none"> Understand that some things happened in the past before they were born. 	<ul style="list-style-type: none"> Present ideas using different historical media to support (e.g. photos, objects etc.) Talk in a group about past events
Early KS1	<ul style="list-style-type: none"> Develop an awareness of the past using common words and phrases relating to the passing of time: old / new, past, a long time ago. To know where the people and events they study fit within a chronological framework. 	<ul style="list-style-type: none"> Understand that historical information can be gained from a range of sources and identify different ways in which it is represented. 	<ul style="list-style-type: none"> Learn about changes within living memory that reveal aspects of change in national life. Learn about understand events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals (from a range of backgrounds, ethnicities and genders) in the past who have contributed to national and international achievements. Identify similarities and differences between ways of life in different periods. Understand significant historical events, people or places in own locality. 	<ul style="list-style-type: none"> Present information about given artefacts and sources to show an understanding of key events. Within each topic ask and answer higher order questions, choosing and using parts of stories and other stories to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.
Middle Lower KS2	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of local, British and world history. Plot a timeline using given dates. 	<ul style="list-style-type: none"> Begin to differentiate between fact and opinion. To understand how our knowledge of the past is constructed from a range of sources and gather these independently. 	<ul style="list-style-type: none"> Make comparisons and connections between different periods of study. Learn about changes in Britain from the Stone Age to the Iron Age* Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. * Learn about the achievements of the earliest civilisations (Ancient Egypt and Indus Valley). Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (World War 2). Complete a local history study (Fountains Abbey and Henry VIII). 	<ul style="list-style-type: none"> Use sources to explain people's actions or why events happened and present using a range of media including I.C.T. Develop the appropriate use of historical terms. Devise historically valid questions about change, cause, similarity, difference and significance.
Later Upper KS2	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across periods they study. Put historical periods in chronological order. 	<ul style="list-style-type: none"> Select relevant sources to use from a range provided Begin to identify the source of information. Understand how our knowledge of the past is constructed from a range of sources. Understand the difference between primary and secondary sources. Identify bias and possible motive behind sources of evidence. 	<ul style="list-style-type: none"> Within each topic analyse the consequences of key events, actions of significant figures and developments. Give reasons why a particular event or person might be viewed and interpreted differently. Describe different societies and periods from history and make links between features within and across different periods and cultures Identify connections, contrasts and trends over time. Learn about the Roman Empire and its impact on Britain. * Study an aspect or theme of British history that extends pupils chronological knowledge beyond 1066 (Victorians). Study a non-European society that provides contrasts with British history (Mayan civilisation). Study ancient Greek life, achievements and influence on the western world. Study Britain's settlement by Anglo Saxon's and Scots. * Complete a local history study (lead mining). * 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop the appropriate use of historical terms. Regularly address and devise historically valid questions about change, cause, similarity, difference and significance.
Extended KS3	<ul style="list-style-type: none"> Understand how events in a timeline can influence each other. Demonstrate an understanding of simultaneous chronology around the world. 	<ul style="list-style-type: none"> Independently select own primary and secondary sources relevant to an area of study. Identify the source of information. Understand how different types of historical sources are used rigorously to make historical claims. 	<ul style="list-style-type: none"> Discern how and why contrasting arguments and interpretations of the past have been constructed. Confidently articulate the make connections, draw contrasts and analyse trends within periods and over increasingly longer arcs of time. 	<ul style="list-style-type: none"> Independently organise historical knowledge and deliver it to a specified audience in an appropriate way. Use historical terms and concepts in increasingly sophisticated ways.

Bold text = objectives that closely align with school curriculum vision

Red text = modified or additional learning objectives beyond those detailed in the National Curriculum

* Non statutory examples available in National Curriculum