



Uplands Manor Primary School – History progression grid

Year Group	NC content	Skills
Reception	<p>Comment on images of familiar situations in the past – Discussions of own birthday celebrations & other key events in their life.</p> <p>Compare and contrast characters from stories including figures from the past – Which stories are special & why? Celebration stories- The Diwali story, The Nativity story – Christmas celebrations in the past- show photos of how Christmas used to be celebrated in the past</p> <p>Distinguish between past and present when looking at photographs, objects and books – Comparing fire engines from the past and fire engines today; Finding out about Florence Nightingale</p> <p>Distinguish between past and present when looking at photographs, objects and books – Comparing vehicles from the past and present e.g. Trains; Which stories are special & why? – The Easter Story</p>	
Year 1	The lives of significant individuals in the past who have contributed to national and	<u>Vocabulary</u>

	<p>international achievements – <i>Florence Nightingale and Mary Seacole</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements – <i>Christopher Columbus and Neil Armstrong</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements – <i>Amelia Earhart</i></p>	<p>Use vocabulary such as yesterday, then, now, before, after, past and present.</p> <p><u>Questioning</u> Ask and answer simple questions about what they have heard.</p> <p><u>Chronological understanding</u> Use common words and phrases or answer simple questions to sequence events.</p> <p><u>Identifying contrasts and themes</u> Make simple historical comparisons (eg spot the difference)</p> <p><u>Using sources</u> To form opinions – Use parts of stories to show that they understand historical events To understand how the past is constructed – Show some understanding of the ways we can find out about the past (books, museums, artefacts, archaeology)</p>
Year 2	<p>Events beyond living memory that are significant nationally and globally – <i>Castles</i></p>	<p><u>Vocabulary</u> Understand the terms BC and AD</p> <p><u>Questioning</u> Show curiosity by voluntarily asking questions about what they have read or heard</p>

	<p>Events beyond living memory that are significant nationally and globally – <i>The Titanic</i></p> <p>Events beyond living memory that are significant nationally and globally – <i>Great Fire of London</i></p>	<p><u>Chronological understanding</u> Start to note connections over time. Sequence events and explain their thinking. Date events to the nearest century or era and occasionally to the year.</p> <p><u>Identifying contrasts and themes</u> Independently identify similarities and differences when subjects (people, places, events, ways of life).</p> <p><u>Using sources</u> To form opinions – Choose and use parts of stories to show that they understand key features of events. To understand how the past is constructed – Identify ways in which the past is represented</p>
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The achievements of early civilisations – an overview of where and when the first civilisations appeared and a depth study – <i>Ancient Egypt</i></p>	<p><u>Vocabulary</u> Continue to use BC and AD across topics and introduce chronological</p> <p><u>Questioning</u> Start to frame questions and answers in historically valid ways (eg about change and difference)</p> <p><u>Chronological understanding</u></p>

	<p>The Roman Empire and its impact on Britain</p>	<p>Note connections over time <u>Identifying contrasts and themes</u> Note connections within and across periods, both those that they study and others they draw on independently. Start to comment on historical changes including suggestions about cause and effect. Start to identify themes within and between topics. <u>Using sources</u> To form opinions – independently select and use sources to satisfy their curiosity about the past. To understand how the past is constructed – explain how the past can often be interpreted to inform opinions.</p>
<p>Year 4</p>	<p>Britain’s settlement by the Anglo–Saxons and Scots</p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><u>Vocabulary</u> Use and understand the term century <u>Questioning</u> Ask and answer historically valid questions (eg about contrast, cause and effect, reliability) <u>Chronological understanding</u></p>

	<p>A non-European society that provides contrasts with British History – <i>Maya</i></p>	<p>Note connections, contrasts and trends over time Use the year confidently to date events <u>Identifying contrasts and themes</u> Note connections, contrasts and trends – across time but also between places and cultures Comment on continuity and change, cause and effect. Identify themes within and between topics. <u>Using sources</u> To form opinions – select and use sources to construct their own opinions about the past. Start to explain the usefulness and reliability of different sources. To understand how the past is constructed – start to critique other people’s opinions about the past.</p>
Year 5	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – <i>Tudors</i></p>	<p><u>Vocabulary</u> Continue to use century in relation to their learning. <u>Questioning</u></p>

	<p>Ancient Greece – a study of Greek life and the achievements and their influence on the western world</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – <i>Victorians</i></p>	<p>Ask and answer historically valid questions (eg about significance, or the basis of people's opinions)</p> <p><u>Chronological understanding</u></p> <p>Demonstrate historical perspective by explaining contrasts and trends in the short and long-term.</p> <p>Use precise dates and explain why some are significant.</p> <p><u>Identifying contrasts and themes</u></p> <p>Sequence and structure complex subjects and themes.</p> <p>Start to suggest reasons for connections over time and across places and cultures.</p> <p>Comment on impact and legacy.</p> <p><u>Using sources</u></p> <p>To form opinions- select, organise and use information from more than one source to construct and informed response and/or opinion</p> <p>Explain the usefulness and reliability of different sources.</p>
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<p>Year 6</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – <i>World War 2</i></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – <i>Crime and Punishment</i></p> <p>A local history study – <i>Birmingham Blitz</i></p>	<p><u>Vocabulary</u> Confidently use century to refer to different periods of history.</p> <p><u>Questioning</u> Regularly ask and answer perceptive questions in historically valid ways.</p> <p><u>Chronological understanding</u> Establish clear narratives within and across periods, and at local, national and world level. Start to use their secure sense of chronology to inform their wider learning.</p> <p><u>Identifying contrasts and themes</u> Compare and contrast places, people and cultures, analysing their and others’ comparisons, extrapolating from them justifying their ideas with evidence.</p> <p><u>Using sources</u> To form opinions – thoughtfully select, organise and use relevant information from a</p>

		<p>range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.</p> <p>To understand how the past is constructed – use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.</p>
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