

Uplands Manor Primary School – History progression grid



| Year Group | NC content | Skills |
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| Reception | <p><i>Comment on images of familiar situations in the past – Discussions of own birthday celebrations & other key events in their life.</i></p> <p><i>Compare and contrast characters from stories including figures from the past – Which stories are special & why?</i></p> <p><i>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</i></p> <p><i>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</i></p> <p><i>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</i></p> | |
| Year 1 | <p><i>The lives of significant individuals in the past who have contributed to national and international achievements – Florence Nightingale and Mary Seacole</i></p> | <p><u>Vocabulary</u> 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> |

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| | <p><i>The lives of significant individuals in the past who have contributed to national and international achievements – Christopher Columbus and Neil Armstrong</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements – Amelia Earhart</i></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><i>Significant places in their own locality - Castles</i></p> <p><i>Events beyond living memory that are significant nationally and globally – the Titanic</i></p> <p><i>Events beyond living memory that are significant nationally and globally – Great Fire of London</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><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></p> |

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| | | <p>To form opinions – Choose and use parts of stories to show that they understand key features of events.</p> <p>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>The Roman Empire and its impact on Britain</p> | <p><u>Vocabulary</u></p> <p>Continue to use BC and AD across topics and introduce chronological</p> <p><u>Questioning</u></p> <p>Start to frame questions and answers in historically valid ways (eg about change and difference)</p> <p><u>Chronological understanding</u></p> <p>Note connections over time</p> <p><u>Identifying contrasts and themes</u></p> <p>Note connections within and across periods, both those that they study and others they draw on independently.</p> <p>Start to comment on historical changes including suggestions about cause and effect.</p> <p>Start to identify themes within and between topics.</p> <p><u>Using sources</u></p> <p>To form opinions – independently select and use sources to satisfy their curiosity about the past.</p> <p>To understand how the past is constructed – explain how the past can often be interpreted to inform opinions.</p> |
| Year 4 | Britain's settlement by the Anglo-Saxons and Scots | <u>Vocabulary</u> |

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

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| | <p><i>Ancient Greece – a study of Greek life and the achievements and their influence on the western world</i></p> <p><i>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Victorians</i></p> | <p><u>Chronological understanding</u> <i>Demonstrate historical perspective by explaining contrasts and trends in the short and long-term.</i> <i>Use precise dates and explain why some are significant.</i></p> <p><u>Identifying contrasts and themes</u> <i>Sequence and structure complex subjects and themes.</i> <i>Start to suggest reasons for connections over time and across places and cultures.</i> <i>Comment on impact and legacy.</i></p> <p><u>Using sources</u> <i>To form opinions- select, organise and use information from more than one source to construct and informed response and/or opinion</i> <i>Explain the usefulness and reliability of different sources.</i> <i>To understand how the past is constructed – start to develop perspective and judgment by explaining how historical ‘facts’ are often interpreted to support opinions.</i></p> |
| <p><i>Year 6</i></p> | <p><i>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – World War 2</i></p> <p><i>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Crime and Punishment</i></p> | <p><u>Vocabulary</u> <i>Confidently use century to refer to different periods of history.</i></p> <p><u>Questioning</u> <i>Regularly ask and answer perceptive questions in historically valid ways.</i></p> <p><u>Chronological understanding</u></p> |

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| | <p><i>A local history study – Battle of Britain in the local area</i></p> | <p><i>Establish clear narratives within and across periods, and at local, national and world level.</i></p> <p><i>Start to use their secure sense of chronology to inform their wider learning.</i></p> <p><i>Identifying contrasts and themes</i></p> <p><i>Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.</i></p> <p><i>Using sources</i></p> <p><i>To form opinions – thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.</i></p> <p><i>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.</i></p> |
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