

Lightmoor Village Primary School Progression Grid

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To investigate and interpret the past	Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Observe or handle evidence to ask questions and find answers to questions about the past. Local History Ask questions such as: What was it like for people? What happened? How long ago?	Use artefacts, pictures, stories, online sources and databases to find out about the past (Great Fire) : What happened on the night of 2 September 1666? Why did the Great Fire of London break out? Identify some of the different ways the past has been represented. (Great Fire-diaries)	Stone age to Iron Age : What was new about the New Stone Age? Which was better to make and use - bronze or iron? Why bury gold and not come back for it? Local History Study (term - linked to Geog) Use evidence to ask questions and find answers to questions about the past.(Local Study) Suggest suitable sources of evidence for historical enquiries.(Local Study)	Study of Roman Empire and its impact on Britain: Why did Iron Age Britain fall to the Romans? When was the Roman Empire most and least powerful? How diverse was Roman Britannia? When was the Roman Empire most and least powerful? What part did roads play in keeping the Roman Empire powerful? How do we know what Boudicca was really like? What was the most important cause of Boudicca's success? Early ancient civilisation (Egypt): Why did Ancient Egypt last for three thousand years? What was life in Ancient Egypt like? Why did Ancient Egypt last for three thousand years? What kinds of causes led to the burial of Tutankhamun?	Anglo Saxons and Viking and Scotts: Why did Christianity spread in Anglo-Saxon England? How did Vikings settle in England, Vinland (North America), Russia and Constantinople? How important were long ships to the success of the Vikings? Why are Vikings remembered in different ways? What can the Bayeux Tapestry tell us (and not tell us) about the Battle of Hastings? Ancient Greece: Why did Greek culture spread so far? Why did Ancient Greece lose its power? Use sources of evidence to deduce information about the past. (Anglo Saxons and Scotts/Greeks) Select suitable sources of evidence, giving	Non-European Civilisations (Mayans): When so much of the land was mountain and jungle, how did the Maya become to be so important? If the Maya were so civilised, why did they carry out human sacrifice? Was there a Maya Empire? Victorians - Local History Study: Children working in Victorian factories: was it as bad as they tell us? The Victorian Era: Dark Age or Golden Age? Seek out and analyse a wide range of evidence in order to justify claims about the past.(Victorians - census) Refine lines of enquiry as appropriate. Show an awareness of the concept of

Lightmoor Village Primary School Progression Grid
History

				<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.(Local Study)</p>	<p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.(Romans/Egyptians)</p> <p>Suggest causes and consequences of some of the main events and changes in history. (Romans/Egyptians)</p> <p>(History of chocolate - Mayans/Aztecs) -</p> <p>How was chocolate discovered? links to Geog Rainforests</p>	<p>reasons for choices.(Greeks/ Anglo Saxons)</p> <p>(World Wars- war and peace): Did Britain really fight alone in 1940?</p> <p>Why did the killing of Archduke Franz Ferdinand trigger the First World War?</p> <p>Use sources of information to form testable hypotheses about the past (World wars -war memorials/ photographs/ film)</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.(links to World wars)</p>	<p>propaganda and how historians must understand the social context of evidence studied.(links to Victorians)</p> <p>(Immigration -war and peace) : How does migration affect people? \how have patterns of migration in the UK changed over time?</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. (Immigration)</p>
To build an overview of	Understanding the World (The	Describe historical	Recognise that there	Describe changes that have	Compare some of the times studied with	Compare some of the times studied with	Describe the characteristic features

Lightmoor Village Primary School Progression Grid
History

world history	World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	events and a significant individual. (Neil Armstrong-history of Space): Why did the astronaut risk their lives going to the moon?	are reasons why people in the past acted as they did.(Great Fire/ Florence N) Describe locally significant people from the past and a local event. (Link to local history week? Abraham Darby, Alexander Fleming, John Hunt, Captain Webb): Why was Abraham Darby an important person in Telford?	happened in the locality of the school throughout history.(Local Study) Describe the social, ethnic, cultural or religious diversity of past society.(Stone Age)	those of other areas of interest around the world (Romans: Italy and Briton) (Dark Ages -end of Roman era) Give a broad overview of life in Britain from ancient until medieval times.(Dark Ages)	those of the other areas of interest around the world. (Anglo Saxons and Normans)	of the past, including ideas, beliefs, attitudes and experiences of men, women and children.(Mayans/Victorians)) Describe the social, ethnic, cultural or religious diversity of past society. (Mayans) A study of a theme in British History e.g. (Victorian times)
To understand chronology	old, new past, present, older and newer.	Label time lines with words or phrases	Recount changes that have occurred in their own	Place events, artefacts and historical figures on a time line	Understand the concept of change over time, representing this, along with evidence, on a time	Understand the concepts of continuity and change over time, representing them,	Identify periods of rapid change in history and contrast them with times of relatively little

Lightmoor Village Primary School Progression Grid
History

		<p>such as: past, present, older and newer.</p> <p>Place events and artefacts in order on a time line. (Toys from the past) : How are toys and play different from when our grandparents were children?</p>	<p>lives.</p> <p>Use dates where appropriate.</p>	<p>using dates.</p> <p>Use dates and terms to describe events.</p>	<p>line.</p>	<p>along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p>	<p>change. (Victorians)</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). (Immigration; Victorians)</p> <p>Use dates and terms accurately in describing events.</p>
To communicate historically	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/car ers were children, years,</p>	<p>Show an understanding of the concept of nation and a nation's history. (Great Fire)</p> <p>Show an understanding</p>	<p>Begin to use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates 	<p>Begin to use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period 	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates

Lightmoor Village Primary School Progression Grid
History

		<p>decades and centuries to describe the passing of time.</p>	<p>of concepts such as civilisation, monarchy, <u>parliament</u> (Great fire of London); <u>democracy</u> (Great fire of London); and war and peace (Florence Nightingale): Who improved nursing more as a result of the Crimean War, Florence Nightingale or Mary Seacole?</p>	<ul style="list-style-type: none"> • era • change • chronology • cause and consequence <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> • time period • era • change • chronology • cause and consequence • trigger <p>Begin to use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. ((Romans/Egyptians/ Mayans)</p>	<ul style="list-style-type: none"> • era • chronology • continuity • change • century • decade • legacy • cause and consequence • trigger 	<ul style="list-style-type: none"> • time period • era • chronology • continuity • change • century • decade • legacy • cause and
--	--	---	---	--	---	--	--

Lightmoor Village Primary School Progression Grid
History

						<ul style="list-style-type: none"> Begin to use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	<ul style="list-style-type: none"> consequence trigger <p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p>
Key Vocabulary - Historical concepts	<p>Past present older newer a long time ago yesterday before after last week last year</p>	<p>Past present older newer a long time ago recently years, decades centuries</p> <p>Primary evidence secondary evidence yesterday</p> <p>museum artefact archaeology</p>	<p>Past present older newer a long time ago recently years, decades centuries</p> <p>Primary evidence secondary evidence</p> <p>museum artefact archaeology</p>	<p>dates time period era change chronology primary evidence secondary evidence museum artefact archaeology</p>	<p>dates time period era change chronology primary evidence secondary evidence museum artefact archaeology</p>	<p>dates time period era chronology continuity change century decade legacy primary evidence</p>	<p>era chronology continuity change century decade legacy primary evidence secondary evidence museum</p>

Lightmoor Village Primary School Progression Grid
History

						secondary evidence museum artefact archaeology	artefact archaeology
Key Vocabulary - Topic specific	change	Change, diversity,	Parliament, revolt, empire, diversity,	Stone Age, prehistory, migration, empire, diversity, calendar, explorer, AD/BC,	slave, settler, torture, traitor, peasant, Dark ages, parliament, migration, emigrant, conquest, global, calendar gods/goddesses, empire, diversity, execution, conquest, agriculture,	settler, significance, torture, traitor, heresy, parliament, migration, global, gods/goddesses, empire, diversity, conquest	sacrifice, settler, significance, traitor, heresy, treason, revolt, rebellion, peasant, parliament, migration, colony, global, empire, diversity, crusades, aristocracy
Trips/experiences	Visit ancient sites, such as castles	Toy artefacts	Nurse visit (Florence Nightingale)	Stone Age Experience/ artefacts	Egyptian visitor/artefacts Wroxeter/Chester visit	Greek/ Viking visitor/artefacts	Blists Hill Victorian Museum