

History Progression Grid

Concept	FS1	FS2	Y1	Y2
Chronology <ul style="list-style-type: none"> When did events happen in relation to each other? 	<ul style="list-style-type: none"> Talk about their own immediate family. Begin to understand the passing of time (within the school day.) Begin to fit (2) events into a chronological framework – then and now. Begin to understand and use vocabulary that relates to the passing of time. For e.g. yesterday. Begin to talk about the lives of people around them and their role in society. For e.g. at the hospital a nurse helps me. 	<ul style="list-style-type: none"> Talk about their own family and how they're different/similar to others. Fit people/events (3 or more) into a chronological timeline. Talk about the lives of people around them and their role in society. Use simple language that relates to the passing of time. For e.g. yesterday, tomorrow. Explain how they have changed since they were born. For e.g. taller 	<ul style="list-style-type: none"> Sequence pictures, with dates, on a blank timeline. Match objects to people of different ages. For e.g. radio, telephone, mobile phone etc. Use common words and phrases relating to the passing of time. To understand differences in periods of life. 	<ul style="list-style-type: none"> Sequence photographs from different periods in their lives. Use the words past and present when telling others about an event. Identify similarities and differences between ways of life at different times and understand why changes have been made. Plot pieces of information on a timeline with marked intervals and add the dates in chronological order.
Similarities and differences <ul style="list-style-type: none"> How can we analyse how the experiences of different groups of people have been the same or different over time? 	<ul style="list-style-type: none"> Talk about similarities and differences around them. For e.g. people, animals, places etc. 	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now using their own experiences and what has been read in class. 	<ul style="list-style-type: none"> Say how something is the same or different in the past. Develop a sense of time and how fast things change. For example, differences and changes in their parents/ grandparents lifetimes. Sort events/objects/people into then and now. Make simple observations about events and people in society. 	<ul style="list-style-type: none"> Discuss how lifestyles (school, work, play etc.) were the same or different in the past. Describe events/objects/people and make comparisons. Make more complex observations about events and people in society.



<p>Historical interpretation of the past</p> <ul style="list-style-type: none"> How can we ask questions about the past? 	<ul style="list-style-type: none"> Make sense of their own life story and family's history through photographs, stories and role-play. Ask questions about immediate community and environment. Begin to use 'how' and 'why' questions. Use artefacts in role-play and begin to understand that some are old and some are new. For e.g. camera. Begin to ask questions about artefacts. 	<ul style="list-style-type: none"> Understand the past has happened through objects, events and stories read in class. Know that some things are from the past and were used before they were born. Answer and use 'how' and 'why' questions. Ask simple questions about artefacts. Begin to identify ways in which the past is represented through artefacts, photographs and stories. Talk about artefacts/photographs. 	<ul style="list-style-type: none"> Ask and answer some historical questions. Use pictures and photographs to extract some information about the past. Begin to recognise different ways we can learn about the past. For example, images, objects, stories, witness accounts. Sort objects/events into more than one time period. 	<ul style="list-style-type: none"> Ask and answer historically relevant questions. Compare events from different periods in history. Use a range of sources. For example, pictures, photos, artefacts, stories, text books, field trips etc. to extract some information about the past. Piece together clues from a variety of different sources. Begin to find the most useful piece of evidence when looking for clues.
<p>Cause and consequence</p> <ul style="list-style-type: none"> What are the relationships between different events and what effect did they have on life at the time and beyond? 	<ul style="list-style-type: none"> To know there are actions and consequences to their own choices in behaviour. 	<ul style="list-style-type: none"> To know there are actions and consequences to their own choices in behaviour and the impact it has on others. 	<ul style="list-style-type: none"> Show an understanding in key events that have happened. Begin to think about the reasons why things might have changed over time. To know there are actions and consequences to their own choices in behaviour and the impact it has on others. 	<ul style="list-style-type: none"> Recount key events from the past in their own words. Begin to explain why these key historical events happened. Begin to think about the impact these key historical events had/have on modern life. To know there are actions and consequences to their own choices in behaviour and the impact it has on others.