



Whitesheet Primary Academy History Progression Grid



The progression grid outlines the specific knowledge and historical skills which pupils are expected to learn within each phase, over a two year cycle in EYFS & KS1 and over a four year cycle in KS2 along with the specific vocabulary which supports the understanding.

Historical Skills

Skills are progressive and children build upon these across the key stages – **EYFS & KS1** **LKS2** **UKS2**
Sequence – Describe - Match – Recognise – Identify- Recount – Distinguish – Compare – Find – Communicate- Discuss Place – Use dates- Sequence – Find – Compare – Understand- use evidence – look for links- Identify- distinguish-look at representations-explain – evaluate – choose – questions – research - use-observe-select- research- make comparisons – place- recognise - study- examine-compare-identify-recognise- explain-illustrate-reason- - link- recognise-select – research- give a fluent account- conclude

Chronological Knowledge and Understanding including characteristic features of periods

At EYFS: <ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Organise events using basic chronology recognising that things happened before they were born describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 	At Key Stage one: <ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods 	At Keys stage two: <ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 	At Key stage Three: <ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
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Historical Terms eg empire, trade, invasion

At EYFS: <ul style="list-style-type: none"> Extend vocabulary especially by grouping and naming, exploring meaning and sounds of new words. 	At Key Stage One: <ul style="list-style-type: none"> Use a wide vocabulary of every day historical terms 	At Key Stage Two: <ul style="list-style-type: none"> Develop the appropriate use of historical terms 	At Key Stage Three <ul style="list-style-type: none"> Use historical terms and concepts in increasingly sophisticated ways
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Interpretation of History

<ul style="list-style-type: none"> Comment on pictures, stories, artefacts and accounts from the past explaining similarities and differences 	At Key Stage One: <ul style="list-style-type: none"> Identify different ways which the past is represented 	At Key Stage Two <ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this 	At Key Stage Three <ul style="list-style-type: none"> Discern how and why contrasting arguments and interpretations of the past have been constructed.
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Historical Enquiry – Using evidence / Communicating Ideas

At EYFS <ul style="list-style-type: none"> Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events from the past. Explain own knowledge and understanding, and asks appropriate questions. Re-tell their own life-story and family's history Know that information can be retrieved from books and computers Record, using marks they can interpret and explain 	At Key Stage One <ul style="list-style-type: none"> Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	At Key Stage Two <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information 	At Key Stage Three <ul style="list-style-type: none"> Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
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Continuity and Change in and between periods				
	At EYFS <ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	Key Stage One <ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	Key Stage Two <ul style="list-style-type: none"> Describe / make links between main events situations and changes within and across different periods/societies 	Key Stage Three <ul style="list-style-type: none"> Identify and explain change and continuity within and across periods
Cause and Consequence				
	At EYFS <ul style="list-style-type: none"> Question why things happen and give explanations 	Key Stage One Recognise why people did things, why events happened and what happened as a result	Key Stage Two <ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	Key Stage Three <ul style="list-style-type: none"> Analyse / explain reasons for, and results of, historical events, situations, changes
Similarity/Difference within a period/situation (diversity)				
	At EYFS <ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	Key Stage One <ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	Key Stage Two <ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	Key Stage Three <ul style="list-style-type: none"> Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
Significance of events/people				
	At EYFS <ul style="list-style-type: none"> Compare and contrast characters and stories including figures from the past 	Key Stage One <ul style="list-style-type: none"> Talk about who was important eg in a simple historical account 	Key Stage Two <ul style="list-style-type: none"> Identify historically significant people and events in situations 	Key Stage Three <ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present.

Overarching Historical Vocabulary				
Skills	At EYFS: similarities differences communities traditions past present	At Key Stage One: century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime	At Lower Key Stage Two: era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity	At Upper Key Stage Two: primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade

Cycle A	Autumn	Spring	Summer
	EYFS KS 1	EYFS KS 1	EYFS KS 1
Main Historical / Geographical Enquiry	What is the Geography of Where I live? Who was George Stevenson and What did he do?(Historical Association)	Why don't Penguins need to fly?	What does it take to be a great explorer? Christopher Columbus Neil Armstrong Why do we love being beside the seaside?
EYFS enquiry and stories	Oi get off our train John Burningham Peters Railway the picnic Christopher Vine The Little Train Grahaeme Greene The Train Ride by Julie Crebbin (English focus)	Where do Bears live? Something about a bear Martin by Jackie Morris Let's go home Little Bear by Martin Waddell Life in the Boreal Forest by Brenda Cuibeson The Bear's Winter Home John Yeoman Artic White by Danna Smith Little Polar Bear by Hans De Beer Artic Life by Sean Callery Polar Bears by Mark Newman	Why is the sea so blue? Hello Ocean One Tiny Turtle The Snail and the Whale by Julia Donaldson Into the sea by Brenda Guiberson
Enrichment/ Trips	Train ride to Sherborne – by train ticket and picnic in the park Ride on a steam train – East Somerset Railway at Cranmore		Lulworth Cove education centre
Ancillary Question and content focus	AQ 1: Who was George Stephenson? AQ 2: When was George Stephenson Alive? AQ 3: What did George Stephenson do? AQ 4 : What was Stephenson's rocket? AQ 5: What are the Changes in railways and trains AQ 6: What was Stephensons impact locally and nationally AQ 7: Was George Stephenson all that significant?		AQ 1: Why is Ranulph Fiennes in the Guinness World Record? AQ 2: How do Amy Johnsons achievements compare with those of Ranulph? AQ 3: Why did Christorpher Columbus sail across an unknown ocean? AQ 4: What was Neil Armstrong small step also a giant leap forwards? AQ 5: Are you the kind of person who could become a Mars explorer?
History national curriculum Subject coverage	The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events people in their own locality		Changes within living memory and where appropriate these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements
Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development	identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
key subject concepts	Continuity and change Similarity and difference Chronology sources significance		Continuity and change Similarity and difference Chronology sources significance

	History Curriculum EYFS key stage 1		
Cycle B	Autumn	Spring	Summer
	EYFS KS 1	EYFS KS 1	EYFS KS 1
Main Historical / Geographical Enquiry	What does it matter where our food comes from? Who is the greatest history maker? Guy Fawkes	How does the weather affect our lives? How do our favourite toys and games compare with those of the 1960s?	How does Kampoog Ayer compare with where I live?
EYFS Stories	Mr Fawkes, the King and the Gunpowder plot by Tony Bradman Katie in London by James Mayhew A walk in London by Salvatore Rabbino Paddington at the Tower by Michael Bond Bonfire Night poems collection	Wilfred Gordon McDonald by Mem Fox Lost in a Toy Museum by David Lucas The Toymaker by Martin Waddell (Walker Books, 1993) Too Many toys! By Heidi Deedman (Walker Books, 2015) Lost in the Toy Museum: an adventure by David Lucas (Walker Books, 2011) Dogger by Shirley Hughes (Random House, 1979) Brown Paper Bear by Catherine Allison (Macmillan, 2005)	A house that once was by Julie Fogliano and Lane Smith Peepo by Janet and Allan Ahlberg Our House by Martin Waddell
Enrichment/trips		Swindon town museum	
Ancillary Question and content focus	AQ 1: What does it mean for someone to make history?(Guy Fawkes) AQ 2: Which of these people was the greatest history maker? 1. Malala (Malala Yousafzai Pakistani human rights activist) 2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman prime minister of the United Kingdom) 3. Hatshepsut (first woman of Ancient Egypt to become a pharaoh) 4. Marie (Marie Curie, the first woman in the world to win two nobel prizes in different subjects) 5. Grace (Grace O'Malley Irish chieftan pirate and independence fighter) 6. Elizabeth (Elizabeth 1 queen of England) AQ 3: How would you like to be remembered as a history maker?	Why do Historians divide up time? AQ 1: Why do historians divide up time? What do people remember about the 1960s? AQ 2: How do the most popular toys and games of the 1960s compare with those of today? AQ 3: Why were there no smart toys and games in the 1960s? AQ 4: How can we make sure we play with smart toys and games safely and securely? AQ 5: What do adults I know remember about the 1960s?	
History national curriculum Subject coverage	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory that are significant globally 	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality.	
Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising	identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising

	Reasoning and interpreting	Reasoning and interpreting	Reasoning and interpreting
key subject concepts	Continuity and change Similarity and difference Chronology sources significance	Continuity and change Similarity and difference Chronology sources significance	Continuity and change Similarity and difference Chronology sources significance

	History Curriculum Lower and Upper Key Stage 2		
Cycle A	Autumn	Spring	Summer
	KS2	KS2	KS2
Main Historical / Geographical Enquiry	1. What is the secret of the Standing Stones? 2. How do artefacts help us understand the lives of people in Iron Age Briton? Local History	What makes a river flow? (compare with the Nile)	How did a pile of dragon bones help to solve an Ancient Chinese mystery?
Stories	Stone Age Boy		
Ancillary Question and content focus	What is the secret of the Standing Stones? AQ 1: Why did the Stone Age come to an end about six thousand years ago? AQ 2: Why was the Amesbury Archer so important? AQ 3: Why do people build monuments? AQ 4: Why did Bronze Age people build monuments at Merrivale? AQ 5: Who was buried in the cist at Merrivale? How do artefacts help us understand the lives of people in Iron Age Briton? AQ 1: How can we recognise Iron Age hill forts today? AQ 2: What might hill forts have looked like when they were first built? AQ 3: How do we know that life wasn't always very peaceful in the Iron Age? AQ 4: What were staters and how did Iron Age people use them? AQ 5: Why have so many wonderful Iron Age artefacts been found underwater?		AQ 1: What was odd about the dragon bones that Wang Yirong bought? AQ 2: What do the engraved bones tell us about the beliefs of the Shang? AQ 3: Why do we know so much about how some people lived at the time of the Shang and hardly anything about others? AQ 4: Rise and fall – How did the reign of King Cheng Tang compare with that of King Di Xin? AQ 5: What made Fu Hao stand out from the crowd?
History national curriculum Subject coverage	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 		Pupils should be taught about: <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation

	Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Hypothesising		Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Hypothesising
key subject concepts	Significance Similarities and difference Perspective Source		Empathising Significance Causation sources
Cycle B	Autumn	Spring	Summer
	KS2	KS2	KS2
Main Historical / Geographical Enquiry	1. Who were the Anglo-Saxons and how do we know what was important to them? 2. What did the Vikings want and how did Alfred help to stop them getting it?	How and why is my local environment changing? Why do people live in mega cities?	How significant was the Blitz? (Historical Association) Why was winning the Battle of Britain in 1940 so important?
Stories	Beowulf		Goodnight Mr Tom
Ancillary Question and content focus	AQ 1: Why did the Romans leave Britain? AQ 2: Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind? AQ 3: How did the lives of Anglo-Saxons change after Ethelbert met Augustine? (Conversion to Christianity) AQ 4: How did converting to Christianity change the lives of people in Britain? AQ 5: What does Sutton Hoo tell us about the AngloSaxon world? AQ 6: What did the Vikings want and how did Alfred help to stop them getting it? AQ 7: What was the 'terror' that appeared in Britain on June 8th 793? AQ 8: Why was the design of their long ships so important to the Vikings? AQ 9 What were the two treasures that most Viking Norsemen wanted from Britain? AQ 10: Viking horned helmets – historical fact or myth? AQ 11: Why is Alfred the only King or Queen of England to have 'the Great' after their name?		AQ 1: How significant was the Blitz? AQ 2: World War II: whose war? AQ 3: What was the impact of World War II on people in our locality? AQ 4: How well does a fictional story tell us what it was like to be an evacuee? AQ 5: Evacuee experiences in Britain: is this all we need to know about children in World War II? AQ 6: New opportunities: How significant was the impact of World War II on women? AQ 7: What did men do in World War II? Did all men have to fight? AQ 8: When was the most dangerous time to live? How different was the Blitz? AQ 9: How serious was the risk of invasion by Nazi Germany in June 1940? AQ 10: What did Hitler need to achieve if an invasion was going to succeed? AQ 11: Why did Britain win the Battle of Britain?
History national curriculum Subject coverage	Pupils should be taught about: <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor 		Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting		Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

	Synthesising Understanding through explanation Justifying Making substantiated judgments Evaluating Critiquing Hypothesising Developing conclusions			Synthesising Understanding through explanation Justifying Making substantiated judgments Evaluating Critiquing Hypothesising Developing conclusions
key subject concepts	Significance Perspective Sources Chronology			Perspective Sources Chronology Similarity and difference Causation empathy
Cycle C	Autumn	Spring		Summer
	KS2	KS2		KS2
Main Historical / Geographical Enquiry	How did the arrival of the Romans change Britain?	Why are Jungles so wet and deserts so dry?	How is climate change affecting the world?	Why did the ancient Maya change the way they lived?
Stories				
Ancillary Question and content focus	AQ 1: Why did Emperor Claudius invade Britain? AQ2: Why did the Romans almost lose control of Britain? (War with Boudica) AQ 3: Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? AQ 4: Why were Claudia and Sulpicia living at Vindolanda (Hadrian's Wall) AQ 5: How do we know so much about the towns the Romans built in Britain? AQ 6 Why did the Romans organise gladiatorial games?			AQ 1: Who are the Maya and where do they live? AQ 2: What are the main occupations of Maya people today? AQ 3: What did John and Frederick rediscover in 1839? AQ 4: What do the ruins of Chichen Itza tell us about the lives of ancient Maya? AQ 5: Why do historians know so much about ancient Maya society? AQ 6: Why was pok-a-tok more than just a ball game? AQ 7: Why did the ancient Maya leave their jungle cities?
History national curriculum Subject coverage	Pupils should be taught about: <ul style="list-style-type: none"> the Roman Empire and its impact on Britain 			Pupils should be taught about: <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300.
Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Evaluating Critiquing Hypothesising			Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Hypothesising

key subject concepts	Perspective Sources Chronology Similarity and difference causation			Empathising Sources	
Cycle D	Autumn	Spring		Summer	
	KS2	KS2		KS2	
Main Historical / Geographical Enquiry	The story of The Trojan Horse: historical fact, legend or classical myth?	How can we live more sustainably?	Is it fair? (fair trade)	Why do Earthquakes cause so much damage?	How do volcanoes affect the lives of people in Hiemaey?
Stories					
Ancillary Question and content focus	AQ 1: What exactly is the story of The Trojan Horse? AQ 2: What evidence exists to authenticate the story of The Trojan Horse? AQ 3: What other explanations could there be for the origin of the story of The Trojan Horse?				
History national curriculum Subject coverage	Pupils should be taught about: • Ancient Greece – a study of Greek life and achievements and their influence on the western world				
Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising				
key subject concepts	Perspective Sources Chronology Similarity and difference				