



Progression Grid

History

2025-2026

Chronology

EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that someone's age is the time since they were born.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations)</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p>	<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p>	<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.</p> <p>To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.</p> <p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand how to represent a scale on a timeline.</p> <p>To understand how to create their own timeline selecting significant events.</p>

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Change & Continuity				
EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
To know that the environment around us changes as time passes.	To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time.	To know that daily life has changed over time but that there are some similarities to life today.	To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade.	To know that change can be brought about by conflict. To know that change can be traced using the census.

Cause & Consequence				
EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
	To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.	To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change.	To know that members of society standing up for their rights can be the cause of change.

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Similarities & Differences				
EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
	<p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p>		

Historical Significance				
EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<p>To know the names of people that are significant to their own lives.</p>	<p>To know that some people and events are considered more 'special' or significant than others.</p>	<p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p>	<p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p>	<p>To know how historians select criteria for significance and that this changes.</p>

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Sources of Evidence

EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<p>To know that stories and books can tell us about the past.</p>	<p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	<p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p>	<p>To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p> <p>To know that the most reliable sources are primary sources which were created for official purposes.</p>

Historical Interpretations

EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<p>To begin to know that some photographs and drawings represent the past.</p>	<p>To know that the past can be represented in photographs.</p>	<p>To know that the past is represented in different ways.</p>	<p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>	<p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>

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Historical Enquiry				
EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<p>Asking questions about the differences they can see in photographs or images (in stories) that represent the past.</p> <p>Making simple observations about the past from photographs and images.</p> <p>Deciding whether photographs or images (e.g. from stories) depict the past.</p> <p>Communicating findings by pointing to images and using simple language to explain their thoughts.</p>	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p> <p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p> <p>Interpreting evidence by making simple deductions.</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p> <p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Identifying a primary source.</p> <p>Making links and connections across a unit of study.</p>	<p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p>

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<p>evidence of the past or historical evidence.</p> <p>Drawing simple conclusions to answer a question.</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event.</p>	<p>Selecting and using sections of sources to illustrate and support answers.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>Comparing and contrasting different historical sources.</p> <p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p>	<p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p> <p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicting simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p>
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			<p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>
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