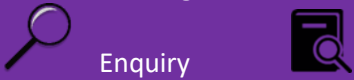


History Progression Grid

Please refer to the individual learning blocks for key vocabulary.



Year Group	Continuity and Change 	Cause and Consequence 	Diversity and Equality 	Significance 	Understanding methods Enquiry 
Nursery	I can observe things that change and things that stay the same.	Begin to identify what made something happen.	I can identify and describe similarities and differences between myself and others	Recognise and describe a special object	Using sources – Sort old objects into new and old Interpretation: I can understand people might like different things.
Reception	I can observe and describe things that have stayed the same during my life.	I can say why things happen and give simple explanations	I can compare characters from stories including figures and objects from the past.	Recognise and describe a special time or event in their life (self, family or friends)	Using sources: I can find out about things that have happened in my life by asking questions and looking at pictures Interpretation: I can understand people have had different experiences
Year 1	I am beginning to identify things that have changed or stayed the same during my life and from times before my lifetime.	Begin to explain why a significant event happened (cause)	Start to understand life was different for different people in the past: Rich and poor	I can talk about who or what was important (in a simple historical account)	Using sources: Describe similarities and differences between artefacts – Sort artefacts between then and now explaining why. Interpretation: understand that two people could explain something differently or retell a story in a different way.

Year 2	I can identify things that have changed or stayed the same during my life and from times before my lifetime.	I can explain why an event happened or why an important person from history acted the way they did (Cause) and what the impact of this was (Consequence)	Consolidate understanding that life was different for different people in the past: Rich and poor Begin to consider different religions and cultures.	I can talk about why they (who or what) were important and what changed/happened	Using sources: I can pick out clues from sources that tell me what happened in the past. Interpretation: I can identify different ways in which the past is represented.
--------	--	--	---	--	---



Year 3	I am beginning to identify continuity and change: Within the current period of history being studied – What changed during this period and what stayed the same. When the current period of history being studied is compared to previous periods that have been studied – Link to previous eras.	I can identify and give reasons for historical events and explain the impact.	Identify how life was different for different people in the past: Rich and poor Different religions and cultures	I can identify historically significant people and events from a period of history and what they did/happened.	Using sources: Identify different sources that have given them information about the period they have been studying. Interpretation: Understand that different versions of the past may exist.
Year 4	I can identify continuity and change: - Within the current period of history being studied - When the current period of history being studied is compared to previous periods that have been studied.	Address and devise historical questions about cause.	Identify how life was different for different people in the past: Rich and poor Male and female Different religions and cultures	I can begin to identify why what they did (or what happened) was important and how it changed things for people.	Using sources: Use evidence from a source to answer a question or support an answer Interpretation: I can give a simple reason why there might be more than one version of an event.
Year 5	I can summarise the main events from a period of history, explaining key changes and making connections between them.	Examine the cause and results of events and the impact on people, considering short and long term consequences.	Explain (and give examples) how life was different for different people in the past Rich and poor Male and female Different religions and cultures	Identify historically significant people and events from a period of history. Explain why they were significant.	Using sources: Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making. I can begin to think of reasons why a source might be unreliable Interpretation: I am beginning to understand that people create different versions of the past for different audiences and therefore might give a different emphasis.

Year 6	I can give detailed information regarding the main changes that occurred during a time period and make links between them.	I can understand cause and consequence in history to help me learn how and why things happened in the past.	Attempt to explain reasons for differences experienced by different groups in society and what has changed.	Begin to understand that what is considered to be significant is decided by historians and this can change. Raise questions as to why something is considered significant and others are not.	Using sources: Select relevant sections of historical information to answer a question/enquiry I can think of reasons why a source might be unreliable. Interpretation: I understand that some interpretations might be more accurate and reliable than others, understand the importance of checking for accuracy.
--------	--	---	---	---	---