



### History Progression Grid

	Reception	Year 1	Year 2	Year 3	Year 4
Chronological knowledge and understanding	Children talk about past and present events in their own lives and in the lives of family members.	1. Know about many of the changes that have happened since I was born.	5. Know what certain objects from the past might have been used for.	14. Use a time line to show when the Anglo-Saxons were in England. 17. Describe events from the past using dates when things happened. 18. Draw a timeline with different historical periods showing key historical events or lives of significant people.	4. Describe events from the past using dates when things happened. 6. Draw a timeline with different historical periods showing key historical events or lives of significant people.
Historical Enquiry and interpretation - Using evidence / Communicating ideas		2. Know how to ask and answer questions about old and new objects. 4. Spot old and new things in a picture. 7. Know why there is a monument to a famous person or event in the town centre.	2. Know about the life of a famous person from the past because I know how to research. 3. Know how to use books and the internet to find out more information about the past. 4. Know how to find out things about the past by talking to an older person.	3. Know what people learnt from stone aged paintings. 10. Know how historic items and artefacts have been used to help build up a picture of life in the past.	1. Research to find answers to specific historical questions about our locality. 12. Research using primary sources of evidence in order to find out about the lives of people in Tudor times. 2. Research what it was like for children in a given period of history and present my findings to an audience.
Knowledge and understanding of events, people and changes		6. Give examples of things that were different when my grandparents were children. 8. Know how some people have helped us to have better lives. 9. Recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place.	1. Know about someone famous who was born or lived near our town. 2. Know about the life of a famous person from the past because I know how to research. 6. Know about how an event changed lives in our locality.	1. Know about how stone age people hunted for their food and what they ate. 2. Know about many of the differences between the stone, bronze and iron ages. 3. Describe what a typical day would have been like for a stone age man, woman or child. 5. Know about at least three things that the Romans did for our country. 6. Know that Rome was a very important place and many decisions were made there. 7. Know about the lives of at least two famous Romans. 8. Summarise how Britain may have learnt from other countries and civilisations. 9. Know how our locality today has been shaped by what happened in the past. 11. Know about the impact that one of these periods of history had on the world. 12. Know where the Anglo-Saxons came from.	3. Know how our locality today has been shaped by what happened in the past. 5. Know how an event or events from the past have shaped our life today. 7. Know how crime and punishment has changed over a period of time. 8. Know how Britain has had a major influence on the world. 9. Know how the lives of wealthy people were different from the lives of poorer people. 10. Know how the Tudors came into power. 11. Know about the life of a significant Tudor monarch.

				<p>13. Know at least two famous Anglo-Saxons.</p> <p>15. Know the link between Anglo-Saxons and Christianity.</p> <p>19. Know how crime and punishment has changed over a period of time.</p> <p>20. Know that Britain was invaded on more than one occasion.</p> <p>21. Know that the Anglo-Saxons and Vikings were often in conflict.</p>	
Historical vocabulary and terms eg empire, peasant	old, new, before, after, past, present, then and now, week	<p>3. Use words and phrases like: old, new and a long time ago.</p> <p>5. Use words and phrases like: before, after, past, present, then and now.</p> <p>Plot, treason, parliament, memorial, artefact, evidence</p>	Historian, chronological, research, artefact, evidence, medieval	<p>16. Know that the Anglo-Saxons gave us many of the words that we use today.</p> <p>Empire, civilisation, chronological, BC (Before Christ), AD (Anno Domini), stone age, iron age, bronze age, celts, religion, invasion, emperor, legacy, evidence, settlers, settlements, migration, archeology, army, era/period</p>	Tudors, Stuarts, era/period, peasantry, empire, Europe, allies, era, evidence
Area of Study	All about Me	<p>The lives of significant individuals (Mary Anning Fossil Hunter)</p> <p>Events beyond living memory that are significant nationally (The Gunpowder Plot/ Bonfire Night)</p> <p>Significant events, people and places in the locality (Canals in and Around Penkridge)</p> <p>Changes within living memory (Toys Past and Present)</p>	<p>Significant events, people and places in the locality (Knights and Castles)</p> <p>The lives of significant individuals (Lives of Artists)</p> <p>Events beyond living memory that are significant globally (Aborigine)</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Local History, the railway</p> <p>WWII</p> <p>The Tudors</p>