



# HISTORY

## Progression Grid

Chronological understanding

Historical enquiry

Historical knowledge



FROG  
Chronological understanding

EARLY YEARS	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can talk about events in their life.	Children can identify changes within people and living memory using words and phrases related to time, old, new, a long time ago	Children know where events fit within a chronological order	Children can place the time period studied on a timeline.		Children know and can sequence key events in the time studied.	Children place current period on a timeline in relation to other studies.
I can sort objects into groups based on their features.	I can put up to three artefacts in chronological order	I can place artefacts and events on a timeline in chronological order and give reasons.		I can plot recent history on a timeline using centuries.	I can create my own timeline using relevant terms and period labels.	I can place a specific event on a timeline by decade.
I can talk about why I think objects are old or new.	I can use parts of stories and other sources to show an understanding of key events.		I can describe events and periods using the words B.C.E and C.E and decade, representing these on a timeline with help	I can describe events and periods using the words B.C and C.E and decade, representing these on a timeline.	I can determine where a period of history fits on a timeline.	I can use relevant dates and terms
I can talk about events from the past	I can talk about changes in my own life using words and phrases related to time.	I can recount events in my own life in chronological order	I can place the time studied on a timeline.	I can use terms related to the period and begin to date events	I can understand the concept of change over time, representing this along with evidence.	I can sequence up to ten events on a timeline.

<b>Children ask and answer simple questions about the past from sources of info e.g., artefacts</b>	<b>Children understand the different ways in which e find out about the past and ways in which it is represented</b>	<b>Children can identify and give reasons for different ways in which the past is represented</b>	<b>Children can recall, select and organise historical information to ask and answer questions about the past.</b>	<b>Children can compare accounts of events from different sources fact or fiction</b>	<b>Children can consider ways of checking the accuracy of interpretations, being aware of fact or fiction and opinion.</b>
I can give some reasons why people in the past acted the way they did or why events happened.	I know the difference between a reliable and an unreliable source.	I can distinguish between different sources by comparing different versions of the same event	I can use evidence to reconstruct life in the time studied.	I can examine the causes and results of great events and the impact on people.	I can link sources and work out how conclusions were arrived at.
I can understand about some of the ways we find out about the past.	I can choose and use parts of stories to ask and answer questions about the past.	I can identify reasons for and the results of people's actions.	I can use evidence to build up a picture of a past event,	I can offer some reasons for different versions of events.	I can consider that different evidence will lead to different conclusions.
I can identify different ways in which this is represented	I can identify similarities and differences between ways of life in different periods and give simple explanations for these.	I understand why people may have wanted to do something.	I can offer reasonable explanations for some events.	I can question the reliability of historical sources	I can use a range of sources to find out an aspect of time past.
		I can use a range of sources to find out about a period.	I can evaluate the usefulness of different sources.	I can select relevant sections of information including library and internet sources.	

Children can identify events beyond living memory that are significant	Children study changes within living memory that reveal aspects of change in national life	Children can find out about the everyday lives of people in the time studied	Children can identify key features and events of time studied	Children can recall, select and organise historical information to communicate knowledge and understanding	Children can write an explanation of a past event in terms of cause and effect
I can recount about the lives of significant individuals	I know about events beyond living memory that are significant nationally and globally	I can compare the time period studied with our life today	I can choose relevant material to present a view of one aspect of life in a past time	I can make comparisons between different times in the past	I can find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings
I can recount about significant historical events, people. Places In my own locality	I can recognise the lives of significant individuals in the past who have contributed to national and international achievements	I can recognise the lives of significant individuals in the past who have contributed to national and international achievements and their impact	I can talk about the influence individuals in the time periods studied have had on our life today	I can study the differences between men and women in different time periods	I can compare beliefs and behaviour with another time studied
Identify some similarities and differences between ways of life in different periods	I can recall significant historical events, people, places in my own locality	I can recall significant historical events, people and places in the time period studied	I can talk about the influence events in the time periods studied have had on our life today	I can compare life in early and late times studied	I can bring knowledge gathered from several sources together in a fluent account
	I can describe events beyond living memory that are significant nationally	I can describe events beyond living memory that are significant globally		I can compare an aspect of life with the same aspect in another period	I can select and organise information to produce structured work, making appropriate use of dates
	I can describe events beyond living memory that are significant globally			I can use evidence to build up a picture of a past event	
	I can compare the lives of people in my own locality				