
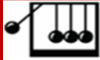





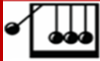






# History Progression Grid

Please refer to the individual learning blocks for key vocabulary.

Year Group	Continuity and Change 	Cause and Consequence 	Diversity and Equality 	Significance 	Understanding methods of Enquiry  
Nursery	I can observe things that change and things that stay the same.	I can begin to identify what made something happen.	I can identify and describe similarities and differences between myself and others.	I can recognise and describe a special object.	<b>Using sources</b> – I can sort old objects into new and old. <b>Interpretation:</b> 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.	I can recognise and describe a special time or event in my life (self, family or friends).	<b>Using sources:</b> I can find out about things that have happened in my life by asking questions and looking at pictures. <b>Interpretation:</b> 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.	I can begin to explain why a significant event happened (cause).	I am starting to understand that life was different for different people in the past: <ul style="list-style-type: none"> <li>▪ Rich and poor</li> </ul>	I can talk about who or what was important (in a simple historical account).	<b>Using sources:</b> I can describe similarities and differences between artefacts. I can sort artefacts between then and now explaining why.  <b>Interpretation:</b> I 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)	I can consolidate understanding that life was different for different people in the past: <ul style="list-style-type: none"> <li>▪ Rich and poor</li> <li>▪ Begin to consider different religions and cultures.</li> </ul>	I can talk about why they (who or what) were important and what changed/happened.	<b>Using sources:</b> I can pick out clues from sources that tell me what happened in the past.  <b>Interpretation:</b> I can identify different ways in which the past is represented.

Year Group	Continuity and Change 	Cause and Consequence 	Diversity and Equality 	Significance 	Understanding methods of Enquiry  
Year 3	<p>I am beginning to identify continuity and change:</p> <p><b>Within</b> the current period of history being studied – What changed during this period and what stayed the same.</p> <p><b>When</b> the current period of history being studied is compared to previous periods that have been studied – Link to previous eras.</p>	<p>I can identify and give reasons for historical events and explain the impact.</p>	<p>I can identify how life was different for different people in the past:</p> <ul style="list-style-type: none"> <li>▪ Rich and poor</li> <li>▪ Different religions and cultures</li> </ul>	<p>I can identify historically significant people and events from a period of history and what they did/happened.</p>	<p><b>Using sources:</b> I can identify different sources that have given them information about the period they have been studying.</p> <p><b>Interpretation:</b> I can understand that different versions of the past may exist.</p>
Year 4	<p>I can identify continuity and change:</p> <ul style="list-style-type: none"> <li>▪ Within the current period of history being studied</li> <li>▪ When the current period of history being studied is compared to previous periods that have been studied.</li> </ul>	<p>I can address and devise historical questions about cause.</p>	<p>I can identify how life was different for different people in the past:</p> <ul style="list-style-type: none"> <li>▪ Rich and poor</li> <li>▪ Male and female</li> <li>▪ Different religions and cultures</li> </ul>	<p>I can begin to identify why what they did (or what happened) was important and how it changed things for people.</p>	<p><b>Using sources:</b> I can use evidence from a source to answer a question or support an answer.</p> <p><b>Interpretation:</b> I can give a simple reason why there might be more than one version of an event.</p>
Year 5	<p>I can summarise the main events from a period of history, explaining key changes and making connections between them.</p>	<p>I can examine the cause and results of events and the impact on people, considering short and long term consequences.</p>	<p>I can explain (and give examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> <li>▪ Rich and poor</li> <li>▪ Male and female</li> <li>▪ Different religions and cultures</li> </ul>	<p>I can identify historically significant people and events from a period of history.</p> <p>I can explain why they were significant.</p>	<p><b>Using sources:</b> I can begin to identify primary and secondary sources. I can identify different evidence that supports a point I am making. I can begin to think of reasons why a source might be unreliable</p> <p><b>Interpretation:</b> I am beginning to understand that people create different versions of the past for different audiences and therefore might give a different emphasis.</p>

<b>Year 6</b>	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.	I can attempt to explain reasons for differences experienced by different groups in society and what has changed.	I can begin to understand that what is considered to be significant is decided by historians and this can change. I can raise questions as to why something is considered significant and others are not.	<b>Using sources:</b> I can select relevant sections of historical information to answer a question/enquiry. I can think of reasons why a source might be unreliable.  <b>Interpretation:</b> I understand that some interpretations might be more accurate and reliable than others and I understand the importance of checking for accuracy.
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