



Ringway Primary School History Progression Grid



Historical Enquiry

EYFS

<i>2 to 3 Year olds</i>	<i>3 and 4 Year olds</i>	<i>Reception</i>
<p>Question why things happen.</p> <p>Begin to understand why and how questions.</p>	<p>Continue to question why things happen.</p> <p>Begin to use why and how questions.</p>	<p>Answer how and why questions in response to stories or events.</p> <p>Talk about some of the things they have observed, question why things happen and give explanations.</p> <p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</p>
<i>Historical Enquiry Vocabulary</i>	<i>Historical Enquiry Vocabulary</i>	<i>Historical Enquiry Vocabulary</i>
<ul style="list-style-type: none">• Who?• What?• When?• How?• Why?• remember• clue• find out• I wonder...• What if...	<ul style="list-style-type: none">• Who?• What?• When?• How?• Why?• remember• clue• find out• I wonder...• What if...	<ul style="list-style-type: none">• Who?• What?• When?• How?• Why?• remember• clue• find out• I wonder...• What if...

<ul style="list-style-type: none"> • different • same • similar • change 	<ul style="list-style-type: none"> • different • same • similar • change 	<ul style="list-style-type: none"> • different • same • similar • change 			
KS1 and KS2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use a source of information to find out about someone's life in the past. Give examples of different sources of evidence (e.g. artefacts relating to shopping)</p> <p>Answer questions by using different sources, such as an information book or pictures.</p>	<p>Understand and talk about how people find out about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Answer questions by using a specific source, such as an information book.</p> <p>Research the life of someone who used to live in their area using the Internet and other sources to find out about them.</p> <p>Research the life of a famous Briton from the past using different resources to help them.</p> <p>Begin to make inferences about the lives of people from the past based on physical evidence (e.g. diary of Samuel Pepys).</p>	<p>Begin to use evidence to ask questions and find answers to questions about the past.</p> <p>Begin to suggest suitable sources of evidence for historical enquiry.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Begin to use research skills in finding out about the time period I am studying.</p> <p>Begin to compare and contrast different forms of evidence in their research.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiry.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use research skills in finding out facts about the time period studying.</p> <p>Through research, compare and contrast different forms of evidence.</p>	<p>Devise historical questions about the period studying.</p> <p>Seek out and analyse a range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the past and present.</p> <p>Use some different sources of evidence to deduce information about the past.</p> <p>Give a reason to support a historical argument.</p>	<p>Devise historical questions about change, cause, similarities and differences and significance relating to the period studying.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Test out a hypothesis in order to answer a question.</p> <p>Use a wide range of sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Refine lines of enquiry as appropriate</p>

		Begin to research what it were like for specific people e.g.children, during the time period they are studying.	Research what it was like for men, women and children in a given period from the past and use different forms to present findings.		
Historical Enquiry Vocabulary	Historical Enquiry Vocabulary	Historical Enquiry Vocabulary	Historical Enquiry Vocabulary	Historical Enquiry Vocabulary	Historical Enquiry Vocabulary
<ul style="list-style-type: none"> • What? • When? • Where? • How? • Why? • questions • find out • evidence • collect • research • sources • artefacts • objects • historians • investigate • different • similar • invention • because • opinion • remember • memory • memories • important 	<ul style="list-style-type: none"> • What? • When? • Where? • Why? • How? • questions • I wonder... • find out • evidence • collect • points of view • opinion • historical • information • research • sources of information • resources • artefacts • objects • historians • experts • investigate • because • significant • impact 	<ul style="list-style-type: none"> • anachronism • importance • significance • legacy • oral history • museum • invention • enquiry • research • causes • consequences • main events • changes in history • archaeologist • archaeology • sources • first hand • evidence • second hand • impact • effects • reason • change • continuity • this suggests... 	<ul style="list-style-type: none"> • anachronism • historian • archaeologist • archaeology • first hand evidence • second hand evidence • main events • changes in history • myths and legends • effects • consequences • change • continuity • causes • infer • suggest • my conclusion is that... 	<ul style="list-style-type: none"> • anachronism • extent of change... • extent of continuity... • turning point • to weigh up • both sides • on one hand • however • different experiences • primary evidence • secondary evidence • eye witness • this source suggests that... • this source doesn't show that... • reliable • could have been • might have been • may be • impact • effects • consequences 	<ul style="list-style-type: none"> • anachronism • significance • historian • archaeologist • archaeology • variety of sources • different experiences • This source suggests that... • cause • change • continuity • extent of continuity • extent of change • My conclusion is that... • I can infer that... • impression • This source omits to mention... • purpose • reliability • propaganda • one - sided • biased

- *detective*
- *opinion*

- *may be*
- *perhaps*
- *could be?*

- *significance*
- *impression*
- *change*
- *continuity*
- *cause*
- *infer*
- *suggest*
- *My conclusion is that...*
- *historian*
- *archaeologist*
- *archaeology*
- *museum*
- *research*

- *motive*
- *mistake*
- *primary evidence*
- *eye witness*
- *secondary evidence*
- *could have been*
- *might have been*
- *This source suggests that...*
- *This source doesn't show that...*
- *reliable*
- *impact*
- *effect*
- *consequences*

Historical Knowledge and Interpretation					
EYFS					
2 to 3 Year olds		3 and 4 Year olds		Reception	
Begin to talk about recent/ significant experiences such as Christmas, a birthday or last night's tea.		Have increased memory skills. For example, they can remember a particular event such as when their grandparents visited several months previously. Show interest in different occupations.		Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about the lives of people around them and their roles in society.	
Historical Knowledge and Interpretation Vocabulary		Historical Knowledge and Interpretation Vocabulary		Historical Knowledge and Interpretation Vocabulary	
<ul style="list-style-type: none"> • memory • lifetime • parent • grandparent • great grandparent • materials • plastic • wood • What happened? • because • explain • I can see... 		<ul style="list-style-type: none"> • memory • lifetime • parent • grandparent • great grandparent • materials • plastic • wood • What happened? • because • explain • I can see... 		<ul style="list-style-type: none"> • memory • lifetime • parent • grandparent • great grandparent • materials • plastic • wood • What happened? • because • explain • I can see... 	
KS1 and KS2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Answer questions using a range of artefacts/ photographs/ pictures provided.</p> <p>Recount some interesting facts from a historical event.</p> <p>Describe why an event or individual from the past is important for us to learn about (e.g. in exploration).</p> <p>Talk about some important people from the past.</p> <p>Compare similarities and differences about individuals or items from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Can tell you about how they found out about people or events in the past.</p>	<p>Describe significant people from the past and talk about what they did.</p> <p>Explain the causes of a historical event and what the consequences were.</p> <p>Explain what impact that significant events from the past have had on the way we live today.</p> <p>Describe what has changed as the result of an event or an individual (such as city design after the Great Fire of London)</p> <p>Describe how an important event or an individual is remembered and why (such as Great Fire of London or Grace Darling)</p> <p>Explain how local people or events in history have changed things nationally or internationally.</p> <p>Explain why someone in the past acted in the way that they did.</p>	<p>Begin to give reasons why certain events happened as they did in history.</p> <p>Understand how the earliest events in history contributed to the formation of civilisation.</p> <p>Begin to describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of what life was like in Ancient Egypt.</p> <p>Beginning to describe the characteristic features of the past including beliefs, attitudes and experiences of men, women and children.</p>	<p>Suggest why certain events happened as they did in history.</p> <p>Suggest why certain people acted as they did in history.</p> <p>Explain how events from the past have helped to shape our lives today.</p> <p>Explain how individuals or events contributed to national change and identity.</p> <p>Begin to appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain under the Roman Empire.</p>	<p>Answer historical questions, using information and evidence that has been carefully considered and selected. Make comparisons and contrasts between historical periods; explaining things that have changed and things that have stayed the same.</p> <p>Give a broad overview of what life was like in Ancient Greece.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Study different aspects of people's beliefs in the past.</p>	<p>Answer historical questions, using information and evidence that has been carefully considered and selected, giving reasons for choices made.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Describe with some detail any historical events from the different period/s I am studying/ have studied.</p> <p>Make comparisons and contrasts between historical periods; explaining things that have changed and things that have stayed the same.</p> <p>Evaluate similarities and differences between studied civilisations and our own.</p> <p>Make connections, compare and contrast some of the times studied with those of the other areas of interest from the rest of the world.</p>
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					Describe the social, ethnic, cultural or religious diversity of past society. Use original ways to present information and ideas.
Historical Knowledge and Interpretation Vocabulary	Historical Knowledge and Interpretation Vocabulary	Historical Knowledge and Interpretation Vocabulary	Historical Knowledge and Interpretation Vocabulary	Historical Knowledge and Interpretation Vocabulary	Historical Knowledge and Interpretation Vocabulary
<ul style="list-style-type: none"> • explain • facts • reasons • events • actions • artefacts • camera • detective • houses • materials • wood • The Gunpowder Plot • plotters • Parliament • King James I • Guy Fawkes • Catholic • Protestant • traitor • treason • explorers • Columbus 	<ul style="list-style-type: none"> • find out • explain • reasons • events • causes • consequences • impact • affected • actions • time periods • The Great Fire of London • Samuel Pepys • diary • danger • Christopher Wren • St Paul's Cathedral • Memorial • research evidence • Letters • newspapers • websites 	<ul style="list-style-type: none"> • Britain • temporary • permanent • Palaeolithic • hunter-gatherers • Mesolithic • Neolithic • early farmers • farming • deforestation • Skara Brae • Bronze Age • Stonehenge • Iron Age • Hill forts • tribal kingdoms • ancient • Nile • mummification • ritual • amulets • afterlife • Book of the 	<ul style="list-style-type: none"> • Julius Caesar • Claudius • invasion • conquest • resistance • Boudicca • gladiator • Colosseum • amphitheatre • Hadrian's Wall • Battle of Hastings • Normans • Anglo- Saxons • succession • Magna Carta • barons • revolt • riot • wives • divorce • heir • reign • Union 	<ul style="list-style-type: none"> • dark ages • Christian • Conversion • Canterbury • Iona • Lindisfarne • Sutton Hoo • Western world • Democracy • Philosophy • Olympic games • Athens • Parthenon • Acropolis • athlete • sport • run • rugby • long jump • Olympics • Championship • Race • Great North Run 	<ul style="list-style-type: none"> • raids • resistance • Danegeld • Alfred the Great • Athelstan • Edward the Confessor • Civilisation • Mesoamerica • Sacrifice • Worship • Blood-letting • Ritual • Xibalba • Upperworld • Chichen Itza • Palenque • John Lloyd • Stephens • Frederick • Catherwood • Copan • Hieroglyphics

- **Armstrong**
- **travel**
- **encounter**
- **Pioneer**
- **Atlantic Ocean**
- **space**
- **moon**
- **Rocket**
- **landing**
- **simple**
- **shops**
- **houses**
- **photograph**
- **drawing**
- **homes**

- **Dead**
- **Canopic**
- **sarcophagus**
- **scarab**
- **Tutankhamun**
- **treasure**
- **archaeologist**
- **Howard Carter**
- **hieroglyphics**
- **irrigation**
- **pyramid**
- **Archer**
- **Bailey**
- **Barbican**
- **bastle**
- **border**
- **castle**
- **chivalry**
- **curtain**
- **wall**
- **feud**
- **fortified**
- **keep**
- **knight**
- **march**
- **moot**
- **motte**
- **nobility**
- **pele**
- **tower**
- **raid**
- **rovers**
- **siege**

- **England**
- **Scotland**
- **Wales**
- **Empire**
- **Empress of India**
- **Commonwealth**
- **national anthem**
- **jubilee**
- **Coronation**
- **pitman**
- **colliery**
- **Davy lamp**
- **Beamish**
- **Woodhorn**
- **shaft**
- **census**
- **village**
- **coal**

- **Syllabogram**
- **Logogram**
- **Codex**
- **Codices**
- **Cacao**
- **maize**

Chronological Understanding					
EYFS					
2 to 3 Year olds		3 and 4 Year olds		Reception	
Show an understanding of recent/ significant events such as Christmas, a birthday or last nights tea.		Begin to make sense of their own life-story and family's history.		Comment on images of familiar situation from the past. Can communicate about events involving them and family members, now and in the past.	
Chronological Understanding Vocabulary		Chronological Understanding Vocabulary		Chronological Understanding Vocabulary	
<ul style="list-style-type: none"> • today • yesterday • tomorrow • the present • the past • the future • day • last week • at the weekend • long ago • old • new • recent • this morning • last night 		<ul style="list-style-type: none"> • today • yesterday • tomorrow • the present • the past • the future • day • last week • at the weekend • long ago • old • new • recent • this morning • last night 		<ul style="list-style-type: none"> • today • yesterday • tomorrow • the present • the past • the future • day • last week • at the weekend • long ago • old • new • recent • this morning • last night 	
KS1 and KS2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place known events and objects in chronological order. Sequence artefacts from different points in history.	Place events or artefacts in order on an unscaled timeline Label timelines with pictures, words or phrases	Begin to use dates and historical terms to describe events. Begin to use a timeline within a specific time in	Use dates and historical terms to describe events Use a timeline within a specific time in history to	Use dates and historical terms more accurately in describing events. Place features of historical events and people from	Use dates and historical terms accurately in describing events. Place features of historical events and people from

<p>Sequence events in their life.</p> <p>Put up to three objects in chronological order on a time line.</p> <p>Label timelines with pictures, words or phrases.</p> <p>Tell others about changes that have happened in their own life since birth.</p> <p>Talk about how things have changed since their parents or grandparents were children.</p> <p>Use dates to talk about people or events from the past.</p>	<p>and give reasons for their answer. Make connections between long and short term scales.</p> <p>Use dates to talk about people or events from the past.</p> <p>Connect their new learning of historical people or events to others that they have learnt about before.</p>	<p>history to set out the order things may have happened.</p> <p>Begin to understand the concept of change over time , representing this, along with evidence, on a timeline.</p>	<p>set out the order things may have happened</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p>	<p>past societies and periods in a chronological framework.</p> <p>Create timelines which outline the development of specific features, such as medicine, sport or transport.</p>	<p>past societies and periods in a chronological framework.</p> <p>Create timelines which outline the development of specific features such as medicine, weaponry or transport.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.</p>
<p>Chronological Understanding Vocabulary</p>	<p>Chronological Understanding Vocabulary</p>	<p>Chronological Understanding Vocabulary</p>	<p>Chronological Understanding Vocabulary</p>	<p>Chronological Understanding Vocabulary</p>	<p>Chronological Understanding Vocabulary</p>
<ul style="list-style-type: none"> • order • a long time ago • recently • when my parents/carers/grandparents were children • in...times 	<ul style="list-style-type: none"> • in order • a long time ago • recently • when my parents/carers/grandparents were children • years 	<ul style="list-style-type: none"> • past • present • dates • chronological order • era • time period • change 	<ul style="list-style-type: none"> • dates • time period • era • change • chronology • ancient • century 	<ul style="list-style-type: none"> • dates • time period • era • change • chronology • ancient • century 	<ul style="list-style-type: none"> • dates • time period • era • change • chronology • ancient • century

<ul style="list-style-type: none"> • <i>in my lifetime</i> • <i>in my parents'/ carers' lifetime</i> • <i>year</i> • <i>decade</i> • <i>century</i> • <i>ancient</i> • <i>modern</i> • <i>timeline</i> • <i>date</i> 	<ul style="list-style-type: none"> • <i>decades</i> • <i>centuries</i> • <i>in my lifetime</i> • <i>in my parent's/ carer's lifetime</i> • <i>old-fashioned</i> • <i>long - term</i> • <i>short - term</i> • <i>time scale</i> • <i>in the ... period</i> • <i>in ... times</i> • <i>chronological order</i> • <i>era/ period</i> 	<ul style="list-style-type: none"> • <i>ancient</i> • <i>century</i> • <i>decade</i> • <i>B.C. (before Christ)</i> • <i>A.D. (Anno Domini)</i> • <i>Millenium</i> • <i>thousands of years</i> • <i>Stone Age</i> • <i>Iron Age</i> • <i>Celts</i> • <i>Neolithic</i> • <i>Bronze Age</i> 	<ul style="list-style-type: none"> • <i>decade</i> • <i>chronological order</i> • <i>era/ period</i> • <i>B.C (Before Christ)</i> • <i>A.D. (Anno Domini)</i> • <i>Millenium</i> • <i>thousands of years</i> • <i>The Saxons</i> • <i>The Romans</i> 	<ul style="list-style-type: none"> • <i>decade</i> • <i>chronological order</i> • <i>era/ period</i> • <i>B.C (Before Christ)</i> • <i>A.D. (Anno Domini)</i> • <i>The Ancient Greeks</i> • <i>The Anglo-Saxons</i> • <i>The Vikings</i> • <i>Modern day</i> 	<ul style="list-style-type: none"> • <i>decade</i> • <i>chronological order</i> • <i>era/ period</i> • <i>B.C (Before Christ)</i> • <i>A.D. (Anno Domini)</i> • <i>The Maya</i> • <i>The Vikings</i> • <i>20th century</i>
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