



Oakridge History Progression Grid

An Oakridge pupil at the end of Year 6 will:

	Why?	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Chronological understanding	Chronology enables pupils to place their learning within the bigger picture and better remember historical people, periods and events. Without chronology, children's historical understanding will remain limited. Teaching chronology is statutory within the National Curriculum	<u>Substantive knowledge:</u> Knowing the meaning of everyday time words, such as: before, after, today, yesterday, tomorrow, day, week. <u>Disciplinary knowledge</u> Understanding how these words relate to time. (chronological thinking) Using the words correctly in context (historical skill) Talking about events using these terms (practising chronology)	<u>Substantive knowledge:</u> Understanding that time passes and things change. Recognising that their own life has a sequence of events. Knowing that people lived differently in the past. Know that artefacts come from different periods of time Using simple historical vocabulary to talk about time. <u>Disciplinary knowledge</u> Sequencing events in their lives (Understanding chronology and ordering events) Sequencing 3 or 4 artefacts from different periods (Using evidence, comparing objects,	<u>Substantive knowledge:</u> Knowledge of what the artefacts are Knowledge of the periods the artefacts belong to Knowledge of events in their own lives Knowledge of who the people are on a timeline <u>Disciplinary knowledge</u> Sequence 4 artefacts closer together in time. (Skill of ordering objects and recognising relative chronology) Check in a reference book and explain reasons for their choice. (Skill of using evidence, sources, and justification) Recount changes in my own life over time. (Skill of sequencing	<u>Substantive knowledge:</u> Knowledge of what the artefacts are Knowledge of the periods the artefacts belong to <u>Disciplinary knowledge</u> Place the unit studied on a time line (using a timeline and understanding chronology) Sequence several events or artefacts (ordering and recognising change over time)	<u>Substantive knowledge:</u> Knowledge of events and periods studied and to place them on time line Knowing what period terms <i>mean</i> and what dates belong to them Understand more complex terms, eg BCE/CE <u>Disciplinary knowledge</u> Place events from unit studied on time line (using a timeline and organising historical Use terms related to the period and	<u>Substantive knowledge:</u> Know of key events of unit studied Use relevant terms and period labels Knowledge of the periods the artefacts belong to <u>Disciplinary knowledge</u> Sequence key events of unit studied (applying historical vocabulary) Make comparisons between different periods in the past Check in a reference book and explain reasons for their choice. (Skill of using evidence, sources, and justification)	<u>Substantive knowledge:</u> Knowledge of events and periods studied and to place them on time line Knowledge of the periods the artefacts belong to Know key dates, characters and events of unit studied and have some knowledge of how they led to one another <u>Disciplinary knowledge</u> Sequence key events of unit studied (applying historical vocabulary) Sequence up to 10 events on a time line (Understanding chronology and ordering events) Check in a reference book and explain reasons for their choice using evidence to back up arguments. (Skill of using evidence, sources, and justification)



			recognising change over time) Matching objects to people of different eras (Interpreting evidence and making historical connections) Using time-related vocabulary such as: <i>now, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents/carers were young</i>	personal history and recognising change) Describe memories of key events in their lives. (Skill of recalling and narrating past events) Understand how to put people, events and objects in order using a scale given to them (e.g., timeline). (Skill of using timelines and organising historical information)		begin to date events (information chronologically)		
			KS1 Pupils should be aware of terms that describe the passing of time and be able to place events and objects in chronological order. Furthermore, they should be aware of a past beyond living memory. Be aware of the past, using common words & phrases relating to time	LKS2 Pupils should develop an awareness of chronology, be able to employ dates and terms to describe the past, and realise that the past can be divided into periods. Continue to develop chronologically secure knowledge of history		UKS1 Pupils should produce work making appropriate use of dates and terms such as ancient, modern, AD, BC, century and decade Extend and deepen their chronologically secure knowledge of history and a wellinformed context for further learning.		



	Why?	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Range and depth of historical knowledge	Teaching depth of historical knowledge is statutory within the National Curriculum KS1 Identify similarities / differences between periods LKS2 Establish clear narratives within and across periods studied Note connections, contrasts and trends over time UKS2 Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time	Recall some of the stories shared during Black History Month. Talk about the events people participate in for Guy Fawkes Night and Remembrance Day Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG – UW Past and Present)	Substantiative knowledge: Know and recount episodes from stories about the past Disciplinary knowledge: Recognise the difference between past and present in their own and others' lives (comparing past and present)	Substantiative knowledge: Knowing significant individuals Knowing what these significant individuals did Knowing when these individuals lived eg. Elizabeth I and Queen Victoria, Rosa Parkes and Emily Davidson, Mary Seacole and Florence Nightingale. Disciplinary knowledge: Compare aspects of life in different periods (comparing and analysing change) Recognise contributions of significant individuals (evaluating significance)	Substantiative knowledge: Know basic facts about how people lived in the period studied. Identify simple beliefs or behaviours of people in the past (e.g., Romans, Egyptians, Stone Age). Disciplinary knowledge: Finding out about everyday lives in the past (Investigating evidence about past life) Comparing past life with modern life using concrete comparisons based on visible features.	Substantiative knowledge Identify key features and events of unit studied Describe beliefs, behaviours and characteristics of different groups (e.g., rich/poor, men/women, children/adults). Know key features of life in the period and how they shaped people's actions. Disciplinary knowledge: Use evidence to discuss and role play a reconstruction of life during this period Explain causes and effects of events with more than one reason. Use evidence from different sources to support explanations. Begin to write short explanations of past events using cause-and-effect language. Comparing past life with modern life using more	Substantiative knowledge Study different aspects of distinct groups in society. Understand how beliefs and behaviours varied within a society (e.g., social class, religion, occupation). Know how people's characteristics and values influenced events. Disciplinary knowledge: Examine causes and impacts of significant events Compare life in early or late parts of the period Compare an aspect of life with the same aspect in another period Comparing past life with modern life by describing differences to analysing <i>why</i> life changed. Write structured explanations of past	Substantiative knowledge Understand complex beliefs, behaviours and characteristics of people in different periods and how these shaped society. Recognise continuity and change in people's values and actions across time. Disciplinary knowledge: Write extended explanations of events using multiple causes, effects and supporting evidence. Evaluate which causes were most significant and why. Compare beliefs, behaviours and characteristics across periods, explaining similarities and differences with reference to context. Comparing past life with modern life by



					Understand people's motivations for change. (interpreting causes and human behaviour) Describe differences between past and present ways of life. Give simple reasons for why an event happened ("because..."). Use pictures, artefacts or stories as evidence to support ideas.	than one aspect and use more precise vocabulary	events using clear cause-and-effect chains. Select evidence to support and illustrate explanations. Compare beliefs and behaviours across different periods studied.	making thoughtful, evidence-based judgements about change over time
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	Why?	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Interpretations of history	KS1 Identify different ways in which past is represented LKS2 Understand that different versions of the past may exist. UKS2 Discern how and why contrasting arguments and interpretations of the past have been constructed	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG – UW Past and Present)	Notice differences between two pictures Disciplinary knowledge: Use stories to distinguish between fact and fiction Compare different media (books, videos, photos, pictures and artefacts) to find out about the past	Compare simple differences and suggest reasons Disciplinary knowledge: Compare two versions of a past event (e.g. – pictures, photographs etc) – Discuss reliability. Start to compare sources and talk about why they differ. Identify simple differences between two versions of an event. Suggest why they might not be the same (e.g., “This one is a drawing”, “This one is a photo”).	Recognise viewpoints and question accuracy Disciplinary knowledge: Identify and give reasons for different ways in which the past is represented Recognise that some sources were created long after the event. Begin to question reliability (“This might not be exactly what happened”). Explain that two sources may show different viewpoints	Explain disagreements and comment on reliability Disciplinary knowledge: Begin to evaluate the usefulness of different sources . Start to consider purpose, audience and accuracy. Explain why two versions of an event might disagree. Comment on reliability using simple reasoning (e.g., “This was drawn later so it might not be accurate”). Use evidence from the sources to support their ideas	Analyse purpose, bias and evidence Disciplinary knowledge: Compare accounts of events from different sources – fact or fiction Offer reasons for different versions of events. Analyse sources with more depth and consider bias. Explain how viewpoint, purpose or time period affects reliability. Compare several sources and explain why they give different impressions. Use evidence from multiple sources to support a judgement.	Evaluate reliability with evidence and reasoning Disciplinary knowledge: Link sources and work out how conclusions were arrived at Be aware that different evidence will lead to different conclusions and consider ways of checking the accuracy of interpretations – fact or fiction and opinion Make reasoned, evidence-based judgements about reliability. Evaluate reliability with clear reasoning (bias, purpose, audience, context). Explain how different interpretations of the same event can exist. Use evidence critically to construct or challenge historical interpretations. Understand that historians disagree because evidence is incomplete or interpreted differently.



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Historical enquiry	KS1 Understand some ways we find out about the past LKS2 Understand how knowledge of the past is constructed from a range of sources UKS2 Understand how different types of sources are used to make historical claims	Make simple comparisons between old and new objects.	<u>Disciplinary knowledge:</u> Explore events, look at pictures and ask questions, Look at objects from the past and ask questions,	<u>Disciplinary knowledge:</u> Use a source / resource to investigate and inspire questions about the time period using it as a source of information.	<u>Disciplinary knowledge:</u> Ask increasingly detailed questions about sources Infer information about people events Use and interpret a range of sources Select, record and organise relevant information	<u>Disciplinary knowledge:</u> Use evidence to build up a picture of a past event Ask and answer a variety of questions considering aspects of change, cause, similarity and difference and significance Use the library and internet for research	<u>Disciplinary knowledge:</u> Identify primary and secondary sources and explain how they differ, beginning to comment on how each type can help us understand the past and how reliable they might be. Use evidence and relevant information to build up a picture of a past event Use the library and internet for research	<u>Disciplinary knowledge:</u> Use artefacts and images to support interpretations. Explain how evidence can be limited or open to different interpretations. Identify and evaluate primary and secondary sources, explaining how their origin, purpose and context affect their reliability and how they can be used together to develop a balanced interpretation of the past. Use the library, iPads, internet and a range of other resources independently to research the past, selecting reliable information, evaluating the usefulness of different sources, and organising findings to support historical enquiry



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Organisation and communication	To be able to establish children's understanding of knowledge and how interpretations of the past have been constructed		<u>Disciplinary knowledge:</u> Sort events or objects into groups Use timelines to order events or objects Tell stories about the past (drama, roleplay)	<u>Disciplinary knowledge:</u> Recognise that pictures, stories and objects tell us about the past, and that different people can show the same event in different ways. Use timelines to order events or objects and put 4 events from history onto a timeline.	<u>Disciplinary knowledge:</u> Group events/objects using historical criteria (e.g., Stone Age/Bronze Age/Iron Age). Recognise similarities and differences within groups Communicate knowledge through: Discussion, role play, making models, using ICT, etc	<u>Disciplinary knowledge:</u> Sort events/objects using more abstract categories (e.g., religious, political, social). Explain grouping choices using evidence. Recall, select and organise historical information from a range of sources and present it clearly to show understanding of the period studied.	<u>Disciplinary knowledge:</u> Recall, select and organise relevant historical information from a range of sources and communicate understanding clearly through structured explanations, descriptions or presentations.	<u>Disciplinary knowledge:</u> Organise events/objects into complex categories and justify choices. Use grouping to support historical arguments Evaluate and organise information to construct balanced interpretations.