ACE Learning Progression Grid : History

Main Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation	-With my teacher, look at books and stories and other media, and talk with others about the lives of the people around them and their roles. Make sense of their own life story and family history.	-Begin to identify and recall some details from the past from sources such as pictures and stories, as well as videos and DVDs.	-Look at books and pictures (eyewitness accounts, photos and artefacts, visits to buildings, and viewing on the internet. -Understand why some people in the past did things and how this has shaped our lives today. -Know where to find historical information.	-To look at two versions of the same event, and to identify differences in the accounts.	-Understand and group evidence into primary or secondary sources. - Look at different versions of the same event, and identify differences in the accounts.	-Give clear reasons why there may be different accounts of History. -Know that people now and in the past, can represent events or ideas in ways that persuade others.	-Give plausible reasons for how and why aspects of the past have been represented and interpreted in different ways. -Know and understand that some evidence is propaganda and opinion or misinformation and that this affects interpretations of history.
Historical enquiry	-Look at pictures and discuss what they see and comment on familiar situations in the past. "Which things are old, and which are new?" and discuss what people were doing. What do you notice? What's different? -Answer questions about events, using before and after, now and then to describe when something happened and sequence events.	-Find answers to simple questions about the past, from simple sources of information, eg pictures and stories. -Begin to ask own simple questions about the past.	-Look carefully at pictures of object to find information about the past. -Ask an answer questions such as what was it like for a ….? What happened in the past? How long ago did ….. happen? -Estimate ages of people and when people were alive, s by studying and describing their features.	-Use printed sources, the internet, pictures photos, music artefacts, historic buildings and visits//visitors to collect information about the past. -Ask questions such as how did people…..? What did people do for…..? -Suggest sources of evidence to use to help answer questions and be aware how they might be found	-Use documents, printed sources, the internet, data bases, pictures, photos, music artefacts, historic buildings, and visits/visitors to collect information about the past. -Ask questions such as what was life like for a …… doing …..? -Suggest which source of evidence to choose from a selection provided to use to help answer questions. -Give reasons explaining this choice.	-Use documents printed sources, the internet, data bases pictures, photos, music, artefacts, historic buildings and visits/visitors to collect information about the past. -Ask a range of questions about the past. -Choose reliable sources of evidence to answer questions.	-Identify and use different sources of information, and artefacts. -Evaluate the usefulness and accuracy of different sources of different sources of evidence. -Select the most appropriate source of evidence for a particular task. -Use sources to justify their own conclusions.

	-Look at objects from the past and discuss " What were they used for? " and try to answer. Compare and contrast characters from shared texts including historical figures.						
Organisation and communication	-Sort events into groups e.g. Then and Now. -Say when my birthday is. -Talk about own family history. -Tell stories about the past, sometimes using role play or drama. -Write in simple sentences things that I have found out about the past.- -Draw pictures and write about them to tell others about the past.	-Show knowledge and understanding about the past in different ways eg role play, drawing, writing, talking -Use simple timelines to order events and objects. -Understand basic chronology (own lives and historical events)	-Describe objects, people and events. -Write simple stories and recounts about the past. -Draw labelled diagrams and write about them to tell others about people, events, and objects from the past. -Use a timeline with more accuracy, and understand basic chronology and develop an idea of time	-Present findings about past e.g. drama, writing, drawing and computing skills. -Use dates and terms with increasing accuracy. -Discuss different ways of presenting information for different purposes.	-Present findings about the past, e.g. speaking writing, maths, computing, drama, drawing skills. -Use dates and terms correctly. -Create timelines to compare to modern day. -Discuss the most appropriate way to present information for different purposes.	-Present structured and organised findings about the past, e.g. speaking, drama, writing, maths and drawing skills. -Use dates and terms accurately. -Choose the most appropriate way to present information to an audience. -Use appropriate vocabulary for the historical period.	-Present information in an organised and clearly structured way. -Make use of different ways of presenting information. -Present information in the most appropriate way, e.g. drama, written explanation/tables and labelled diagrams. -Use appropriate vocabulary for the historical period

Skills Vocabulary	Question Ask/answer Past/now Sort Old/new	Knowledge Information Chronological order Event Past/present	Eye-witness Artefact Source Estimate Describe Recount/account Diagram Accuracy	Similarities Differences Version Alternative Evidence Present Purpose	Primary source Secondary source Data base Explanation	Represent Persuade Reliable Organise Appropriate Audience	Plausible Interpret Propaganda Opinion Evaluate Justify Conclude

Curriculum end points- what are we trying to achieve?

Studying History enables us to develop a better understanding of the world in which we live. Building knowledge and understanding of historical events and trends, over time, enables us to develop a much greater appreciation for current events today. Throughout the ACE Curriculum, we aim to develop children's' critical awareness; their understanding of how the past was different from the present and that people of other times and places may have had different values and attitudes from ours. Throughout themes in the ACE Curriculum, we wish to make the subject enjoyable and interesting!

EYFS (linked to ELG number)	KS1	KS2
• Talk about the lives of the people around them and their roles in society (13) • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (13) • Understand the past through settings, characters and events encountered in books read in class and storytelling (13)	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.