



**NUTLEY CE PRIMARY SCHOOL  
HISTORY PROGRESSION GRID**

At Nutley CE Primary school, we strive to teach children in a way that ignites their curiosity, and enables them to develop their historical skills, knowledge and understanding independently in an immersive, analytical and imaginative way. Children are given opportunities to engage in rich historical experiences, through drama, art, stories, trips to local historical places and much more. As children progress, they should be able to build on their previous knowledge and understanding, develop their analytical skills, conduct their own historical investigations, and know a wide range of historical vocabulary. By the time they come to move on from their primary education, they will have had the opportunity to develop an open and analytical mindset, and be well prepared for understanding the complexities of our world.

**Key Stage One:**

Children in Key Stage One are taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; significant historical events, people and places in their own locality.

**Key Stage Two:**

Children in Key Stage Two are taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;

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- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Historical Inquiry				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Skills</b>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p><b>History skills:</b></p> <p><b>Children can</b> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and</p>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organization of relevant historical information.</p> <p><b>History skills:</b></p>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organization of relevant historical information.</p> <p><b>History skills:</b></p> <p><b>Children can</b> recognize when</p>

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		select evidence and say how it can be used to find out about the past.	<b>Children can</b> use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.	they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.
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Historical Interpretation				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Skills</b>	<b>History skills:</b> Comment on images of familiar situations in the past.	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  <b>History skills:</b>	Children should understand how our knowledge of the past is constructed from a range of sources.  <b>History skills:</b> <b>Children can</b> look at more	Children should understand how our knowledge of the past is constructed from a range of sources.  <b>History skills:</b> <b>Children can</b> find and analyse

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	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Children can</b> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.</p>
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Chronological Understanding				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Skills</b>	<b>History skills:</b>	Pupils should develop an	Pupils should continue to	Pupils should continue to

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	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>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.</p> <p><b>History skills:</b></p> <p><b>Children can</b> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>History skills:</b></p> <p><b>Children can</b> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>History skills:</b></p> <p><b>Children can</b> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>
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Knowledge and understanding of events, people, changes in the past				
	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two

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<p><b>Skills</b></p>	<p><b>History skills:</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p><b>History skills:</b></p> <p><b>Children can</b> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past.</p>	<p>Children should note connections, contrasts and trends over time.</p> <p><b>History skills:</b></p> <p><b>Children can</b> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Pupils should note connections, contrasts and trends over time.</p> <p><b>History skills:</b></p> <p><b>Children can</b> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
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<b>Historical Vocabulary</b>				
	<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
	<p><b>History skills:</b></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p><b>History skills:</b></p> <p><b>Children can</b> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past.</p>	<p>Pupils should develop the appropriate use of historical terms.</p> <p><b>History skills:</b></p> <p><b>Children can</b> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period.</p>	<p>Pupils should develop the appropriate use of historical terms.</p> <p><b>History skills:</b></p> <p><b>Children can</b> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period.</p>

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History Year A			
Autumn Term 1			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Magical Me</b> <b>Key Question – What makes me, me?</b>	<b>Castles and Kingdoms</b> <b>Key Question – Why do we have castles?</b>	<b>Key Question - Curiouser and curiouser - What's that sound?</b>	<b>Key Question – Deforestation – What's the problem?</b>
Looking at fairy tale characters – how are they different to people today? Are the clothes the same? Do they have cars and mobile phones like we do?	Historical enquiry – ask and answer questions:  Visit to local castle – e.g. Lewes, Hever, Bodium. Tour, trying on clothing.  Vocab – Battlements, moat, barbican, turrets, towers, portcullis, drawbridge, and arrow slits/loops etc.  Writing a recount of the key features of a castle.  Link with DT – making mini castle  Historical resources – PowerPoint of local castles, visit to a castle as Primary evidence.	Geography focus – N/A	The Mayan civilization c. AD 900

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Autumn Term 2			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Celebrations</b> <b>Key Question – What do we celebrate?</b>	<b>Fire and Flames</b> <b>Key Question – Does the past change the future?</b>	<b>Key Question - What's the trouble with the Tomb of Tutankhamun?</b>	<b>Key Question – How have black people contributed to British art and culture?</b>
Looking at toys for Christmas – have toys always looked the same? What about people, school, people and our village Nutley? Book – what did school used to look like? Significant figure – Jesus & the Nativity Story	What happened in the fire of London – how can we find out – looking at the diary entries from Samuel Pepys, historical books and comprehension writing to answer the questions. Compare the fire service Now and Then – how are they the same? How are they different? Writing Newspaper reports about the events. Creating a timeline of events of the Fire of London Learning about the impact of the Gunpowder Plot.	<b><u>Ancient Egyptians</u></b>  <b>Key questions:</b> Who was the real Tutankhamun? Why did hieroglyphs develop? When were dead bodies first mummified? How many pyramids are there? Are any discoveries still to be made?  <b>Significant figures:</b> Pharaoh Tutankhamun, Khufu, Hatshepsut. Ramesses II  <b>Key vocab:</b> mummification, hieroglyphics, Canopic jars, Sphinx, pyramid  <b>Sources:</b> replica Canopic jar, non-fiction texts	Benin (West Africa) c. AD 900-1300.
Spring Term 1			

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EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p><b>All Creatures Great and Small</b> <b>Key Question – What are habitats?</b></p>	<p><b>Winnie the Pooh</b> <b>Key Question – Who is AA Milne?</b> <b>Where are there cold places?</b></p>	<p><b>Key Question - A pinch, a sprinkle, a fizzle, a sizzle - what magic lies at the tip of your fingers?</b></p>	<p><b>Key Question – What exactly is ‘war-time spirit’?</b></p>
<p>Where have all the dinosaurs gone? Have creatures always been the same? Learning around dinosaurs and extinct animals</p>	<p>Learning about the history of the Winnie the Pooh stories – who wrote them, who was the illustrator? Where did AA Milne live? Where were the stories based? (link to Geography) Find out about the life and expeditions of the explorer Sir Ernest Shackleton – what happened, where? etc (link to Geog – Antarctic – place, comparison and animals)</p>	<p><b>Learn about medicine through time.</b> <b>Key questions:</b> How do you research medicine? Who are the key figures of medicine? Is there more to learn? <b>Significant figures:</b> Hippocrates, William Harvey, Edward Jenner, Florence Nightingale, Mary Seacole, Marie Curie, <b>Key vocab:</b> Anatomy, antibiotic, NHS, physician, development, technology, remedies, <b>Sources:</b> imagery, timeline, non-fiction texts</p>	<p>A significant turning point in British history: the Battle of Britain</p>
<b>Spring Term 2</b>			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two

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<p><b>Once Upon a Time...</b> <b>Key Question – where will your imagination take you?</b></p>	<p><b>Bugs and Blooms</b> <b>Key Question – What creatures and plants grow in forests?</b></p>	<p><b>Key Question - How high can you go?</b></p>	<p><b>Key Question – How can people successfully integrate?</b></p>
<p>Comparing modern people with people in fairy stories – clothes, lives etc Pictures – what is the same? What is different? Significant figure – Brothers Grimm, Hans Christian Anderson</p>	<p>Comparing forests now to forests a hundred years ago – what has changed? What have humans done? How can we change what has happened? Link to Geography – Forests around the world – now and historically. How do forests compare?</p>	<p><b>Geography focus: N/A</b></p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice</p>
<b>Summer Term 1</b>			
<b>EYFS</b>	<b>Key Stage One</b>	<b>Lower Key Stage Two</b>	<b>Upper Key Stage Two</b>
<p><b>Nature detectives!</b> <b>Key Question – Are we nature?</b></p>	<p><b>Meet the Aliens</b> <b>Key Question – What is in space?</b></p>	<p><b>Key Question - Do we shape the environment or does the environment shape us?</b></p>	<p><b>Key Question –</b></p>
<p>What is nature? Has it always been the same or does it change? Exploring change of seasons and life cycles of animals</p>	<p>Moon landing – compare the exploration similarities and differences between Christopher Columbus and Neil Armstrong. Newspaper reports – read and create. Time line of events. Secondary resources – videos of landing, photos, info texts, newspapers.</p>	<p><b>Geography focus: N/A</b></p>	<p>History not taught this term</p>

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Summer Term 2			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Explorers!</b> <b>Key Question – Where on Earth are we, and where are we going?</b>	<b>We’re all going on a summer holiday</b> <b>Key Question – Is the coast the same everywhere in the world?</b>	<b>Key Question - What would the world be like if we embraced new sustainable technology?</b>	<b>Key Question –</b>
How do we explore places? Which modes of transport do we use? Comparison of cars, ships, bikes etc of now and in the past.	What was the seaside like a long time ago? How has it changed? (Link to pollution and sea life disappearing)	<b>The Roman Empire and its impact on Britain.</b>  <b>Key questions:</b> Did Claudius invade for the same reasons as Caesar? Why did Boudicca stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?  <b>Significant figures:</b> Julius Caesar, Claudius, Queen Boudicca	History not taught this term

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		<p><b>Key vocab:</b> Caledonia, Celts, emperor, Iceni, legion, Picts, Roman Empire.</p> <p><b>Sources:</b> Timeline, clothing, non-fiction texts</p>	
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