

History Progression – EYFS & Key Stage 1

	Reception	Year 1	Year 2	End of Key Stage Expectations
Chronological understanding	<p>Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG)</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>	<ul style="list-style-type: none"> Changes in living memory linking to aspects of change in national life (QEII) Lives of significant individuals (Samuel Pepys) Lives of significant individuals (Queen Victoria) <p>Can I put up to three objects in chronological order (recent history) on a time line?</p> <p>Can I label timelines with pictures, words or phrases?</p> <p>Can I tell others about changes that have happened in my own life since I was born?</p> <p>Can I talk about how things have changed since my parents or grandparents were children?</p> <p>Use dates to talk about people or events from the past? (when appropriate)</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times? Match objects to people of different ages</p> <p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p>	<ul style="list-style-type: none"> Events beyond living memory significant nationally or globally (The Great Fire of London) Lives of significant individuals (Queen Victoria) Significant historical events, people and places in their locality (QEII) <p>Can I place events or artefacts in order on a timeline?</p> <p>Can I label timelines with pictures, words or phrases and give reasons for their order?</p> <p>Can I make connections between long and short term time scales?</p> <p>Use dates to talk about people or events from the past? (when appropriate)</p> <p>Can I connect my new learning of historical people or events to others that I have learnt about before?</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times? Describe memories of key events in lives</p> <p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p>	<p>Pupils should be 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</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p>Can I answer how and why questions about experiences and in response to stories or events? (CAL – ELG)</p> <p>Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p> <p>Remembers and talks about significant times or events for family or friends.</p>	<p>Can I show some understanding of how people find out about the past?</p> <p>Can I show some understanding of how evidence is collected and used to make historical facts?</p> <p>Can I ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Can I answer questions by using different sources, such as an information book or pictures?</p> <p>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p> <p>Find answers to simple questions about the past from sources of information</p>	<p>Can I understand and talk about how people find out about the past?</p> <p>Can I show understanding of how evidence is collected and used to make historical facts?</p> <p>Can I ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Can I answer questions by using a specific source, such as an information book?</p> <p>Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them?</p> <p>Can I research the life of a famous Briton from the past using different resources to help me?</p> <p>Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	
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Knowledge and Interpretation	<p>Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG)</p> <p>Can I look closely at similarities, differences, patterns and change? (The World 40-60m)</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain? They know similarities and differences between themselves and others.</p>	<p>Can I answer questions using a range of artefacts/ photographs/pictures provided?</p> <p>Can I talk about the different ways that the past is represented?</p> <p>Can I recount some interesting facts from an historical event?</p> <p>Can I talk about some important people from the past?</p> <p>Can I talk about how their actions changed the way we do things today?</p> <p>Can I recognise that there are reasons why people in the past acted as they did?</p> <p>Can I tell you how I found out about people or events in the past?</p> <p>Can I find out more about a famous person from the past and carry out some research on him or her?</p> <p>Can I find out something about the past by talking to an older person?</p> <p>Can I recognise that some forms of evidence are more reliable than others when finding out about the past?</p> <p>Can I show an understanding of the word 'nation' and the concept of a nation's history?</p> <p>Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?</p> <p>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions? Recognise the difference between past and present in their own and others' lives</p> <p>They know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Can I describe historical events?</p> <p>Can I describe significant people from the past and talk about what they did?</p> <p>Can I explain the causes of an historical event and what the consequences were?</p> <p>Can I explain what impact that significant events from the past have had on the way we live today?</p> <p>Can I talk about similarities and differences between two different time periods?</p> <p>Can I explain how local people or events in history have changed things nationally or internationally?</p> <p>Can I explain why someone in the past acted in the way they did?</p> <p>Can I choose and use parts of stories or other sources to show that I understand events or people from the past?</p> <p>Can I explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can I talk about what type of evidence is reliable when finding out about the past?</p> <p>Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation?</p> <p>Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events?</p> <p>Can I create my own accounts of historical people or events?</p> <p>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods? Recognise why people did things, why events happened and the result</p> <p>Identify differences between ways of life at different times</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	
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History Progression Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age (Comparisons made between Ancient Egyptian life and Neolithic Britain (Stonehenge, Skara Brae, pyramids) & during start of Roman topic) The achievements of the earliest civilisations (Ancient Egypt) 	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history –(Ancient Islamic civilisation) A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 (Cultural impact of Shakespeare) 	<ul style="list-style-type: none"> An historical study of an aspect or site dating from a period beyond 1066 that is significant in the locality (Cultural impact of Shakespeare) A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 (A significant turning point in British history – World War II) 	
Chronological understanding	<p>Am I beginning to use dates and historical terms to describe events?</p> <p>Am I beginning to use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</p> <p>Can I place events, artefacts and historical figures on a timeline using dates?</p> <p>Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade? Sequence several events or artefacts</p> <p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time eg: 1945, ancient Greece.</p>	<p>Can I use dates and historical terms to describe events?</p> <p>Can I use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</p> <p>Can I place events, artefacts and historical figures on a timeline using dates?</p> <p>Can I understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade? Understand more complex terms eg BCE/CE</p> <p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p>	<p>Can I use dates and historical terms more accurately in describing events?</p> <p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?</p> <p>Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)?</p> <p>Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change?</p> <p>Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line?</p> <p>Can I 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>Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade? Make comparisons between different times in the past.</p> <p>Continue to compare different time periods. Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p>	<p>Can I use dates and historical terms accurately in describing events?</p> <p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?</p> <p>Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)?</p> <p>Can I identify periods of rapid change in history and contrast them with times of relatively little change?</p> <p>Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line?</p> <p>Can I 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>Can I make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy? Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>Place current study on time line in relation to other studies</p>	<p>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.</p>

Historical Enquiry	Am I beginning to use evidence to ask questions and find answers to questions about the past?	Can I use evidence to ask questions and find answers to questions about the past?	Can I devise historical questions about the period I am studying?	Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying?
	Am I beginning to suggest suitable sources of evidence for historical enquiry?	Can I suggest suitable sources of evidence for historical enquiry?	Can I seek out and analyse range of evidence in order to justify claims about the past?	Can I seek out and analyse a wide range of evidence in order to justify claims about the past?
	Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?	Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?	Can I understand that no single source of evidence gives the full answer to questions about the past?	Can I use sources of information to form testable hypotheses about the past?
	Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past?	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?	Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?	Can I understand that no single source of evidence gives the full answer to questions about the past?
	Am I beginning to use research skills in finding out facts about the time period I am studying?	Can I use my research skills in finding out facts about the time period I am studying?	Can I use some different sources of evidence to deduce information about the past?	Can I test out a hypothesis in order to answer a question?
	Am I beginning to compare and contrast different forms of evidence in my research?	Through my research, can I compare and contrast different forms of evidence?	Can I select suitable sources of evidence, sometimes giving reasons for choices?	Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?
	Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying? <i>Use a range of sources to find out about a period</i>	Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings? <i>Use evidence to build up a picture of a past event</i>	Can I give a reason to support an historical argument?	Can I use a wide range of sources of evidence to deduce information about the past?
	<i>Observe small details – artefacts, pictures</i>	<i>Choose relevant material to present a picture of one aspect of life in time past</i>	Can I identify propaganda and begin to show my understanding of it?	Can I select suitable sources of evidence, giving reasons for choices?
	<i>Select and record information relevant to the study</i>	<i>Ask a variety of questions Use the library and internet for research</i>	Can I refine lines of enquiry as appropriate? <i>Begin to identify primary and secondary sources</i>	Can I give more than one reason to support an historical argument?
	<i>Begin to use the library and internet for research</i>		<i>Use evidence to build up a picture of a past event</i> <i>Select relevant sections of information</i> <i>Use the library and internet for research with increasing confidence</i>	Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate? <i>Recognise primary and secondary sources</i> <i>Use a range of sources to find out about an aspect of time past</i> <i>Suggest omissions and the means of finding out</i> <i>Bring knowledge gathered from several sources together in a fluent account.</i>

Range & Depth of Historical Knowledge	<p>Am I beginning to give reasons why certain events happened as they did in history?</p> <p>Can begin to talk about why certain people acted as they did in history?</p> <p>Am I beginning to explain how events from the past have helped shape our lives today?</p> <p>Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Am I beginning to describe changes that have happened in the locality of the school throughout history?</p> <p>Can I give a broad overview of what life was like in Ancient Greece?</p> <p>Can I use literacy, numeracy and computing skills to communicate information about the past? Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p>	<p>Can I suggest why certain events happened as they did in history?</p> <p>Can I suggest why certain people acted as they did in history?</p> <p>Can I explain how events from the past have helped shape our lives today?</p> <p>Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Can I describe changes that have happened in the locality of the school throughout history?</p> <p>Can I give a broad overview of life in Britain under the Roman Empire?</p> <p>Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past? Use evidence to reconstruct life</p> <p>Identify key features and events</p> <p>Look for links and effects</p> <p>Offer a reasonable explanation</p>	<p>Can I answer historical questions, using information and evidence that I have carefully considered and selected?</p> <p>Can I understand how our knowledge of the past is constructed from a range of sources?</p> <p>Can I describe with some detail any historical events from the different period/s I am studying/have studied?</p> <p>Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?</p> <p>Can I use original ways to present information and ideas? Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made?</p> <p>Can I understand how our knowledge of the past is constructed from a range of sources?</p> <p>Can I describe in detail any historical events from the different period/s I am studying/have studied?</p> <p>Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?</p> <p>Can I use original ways to present information and ideas? Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretations of History</p>	<p>Am I beginning to compare some of the times studied with those of other areas of interest around the world?</p> <p>Am I beginning to describe the social, cultural or religious diversity of past societies?</p> <p>Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?</p> <p>Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?</p> <p>Can I talk about the causes and consequences of some of the main events and changes in history? Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period</p>	<p>Can I compare some of the times studied with those of other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past societies?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?</p> <p>Can I suggest causes and consequences of some of the main events and changes in history? Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?</p> <p>Can I appreciate that significant events in history have helped shape the country we have today?</p> <p>Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?</p> <p>Can I identify continuity and change in the history of the locality of the school?</p> <p>Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past society?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?</p> <p>Can I appreciate that significant events in history have helped shape the country we have today?</p> <p>Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?</p> <p>Can I identify continuity and change in the history of the locality of the school?</p> <p>Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past society?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>	
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