

History Progression

Key Stage 1

	Reception	Year 1	Year 2	End of Key Stage Expectations
Chronological understanding	<p>As an historian:</p> <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>As an historian:</p> <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>Can I 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?</p>	<p>As an historian:</p> <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>Can I (when appropriate) use dates to talk about people or events from the past?</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?</p>	<p>Pupils should be taught about:</p> <p>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]</p> <p>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]</p> <p>Significant historical events, people and places in their own locality</p>
Historical Enquiry	<p>As a historian:</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>As a historian:</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>As a historian:</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>	

Knowledge and Interpretation	<p>As a historian:</p> <p>Am I developing an understanding of growth, decay and changes over time? (The World 30-50m)</p> <p>Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? (The World 30-50m)</p>	<p>As a historian:</p> <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>As a historian:</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>As a historian:</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 the 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: I can see, I saw, same, different, change, what happened?, why, because?</p>	<p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</p>	<p>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>	

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Chronological understanding	<p>As a historian:</p> <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?</p>	<p>As a historian:</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?</p>	<p>As a historian:</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?</p>	<p>As a historian:</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?</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.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>

Historical Enquiry	<p>As a historian:</p> <p>Am I beginning to use evidence to ask questions and find answers to questions about the past?</p> <p>Am I beginning to suggest suitable sources of evidence for historical enquiry?</p> <p>Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?</p> <p>Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Am I beginning to use research skills in finding out facts about the time period I am studying?</p> <p>Am I beginning to compare and contrast different forms of evidence in my research?</p> <p>Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?</p>	<p>As a historian:</p> <p>Can I use evidence to ask questions and find answers to questions about the past?</p> <p>Can I suggest suitable sources of evidence for historical enquiry?</p> <p>Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?</p> <p>Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Can I use my research skills in finding out facts about the time period I am studying?</p> <p>Through my research, can I compare and contrast different forms of evidence?</p> <p>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?</p>	<p>As a historian:</p> <p>Can I devise historical questions about the period I am studying?</p> <p>Can I seek out and analyse a range of evidence in order to justify claims about the past?</p> <p>Can I understand that no single source of evidence gives the full answer to questions about the past?</p> <p>Can I test out a hypothesis in order to answer a question?</p> <p>Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can I use some different sources of evidence to deduce information about the past?</p> <p>Can I select suitable sources of evidence, sometimes giving reasons for choices?</p> <p>Can I give a reason to support a historical argument?</p> <p>Can I identify propaganda and begin to show my understanding of it?</p> <p>Can I refine lines of enquiry as appropriate?</p>	<p>As a historian:</p> <p>Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying?</p> <p>Can I seek out and analyse a wide range of evidence in order to justify claims about the past?</p> <p>Can I use sources of information to form testable hypotheses about the past?</p> <p>Can I understand that no single source of evidence gives the full answer to questions about the past?</p> <p>Can I test out a hypothesis in order to answer a question?</p> <p>Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can I use a wide range of sources of evidence to deduce information about the past?</p> <p>Can I select suitable sources of evidence, giving reasons for choices?</p> <p>Can I give more than one reason to support an historical argument?</p> <p>Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate?</p>	
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Knowledge and Interpretation	<p>As a historian:</p> <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>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?</p> <p>Can I use literacy, numeracy and computing skills to communicate information about the past?</p>	<p>As a historian:</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 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? Can I suggest causes and consequences of some of the main events and changes in history?</p> <p>Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	<p>As a historian:</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 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? 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?</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?</p>	<p>As a historian:</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 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? 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