



Progression of Skills and Knowledge: History

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chronological Understanding	<p>I can sequence daily events in my own life in chronological order.</p> <p>I can recognise that some objects belong to the past.</p> <p>I can give a plausible explanation about what an object was used for in the past.</p>	<p>I can sequence events closer together in time in chronological order and give reasons for this.</p> <p>I can sequence photographs of key events from my life in chronological order.</p> <p>I can order artefacts close together in time in chronological order.</p>	<p>I can sequence events on a timeline in chronological order.</p> <p>I can describe events from the past using dates and terms related to the passing of time within the topic.</p> <p>I can order artefacts related to the passing of time in chronological order.</p>	<p>I can sequence events on a timeline in chronological order using centuries.</p> <p>I can use my mathematical knowledge to calculate how long ago events would have happened.</p> <p>I can describe events from the past using terms related to the period and begin to date events.</p> <p>I can understand more complex terms e.g. BC/AD.</p>	<p>I can sequence events on a timeline in chronological order showing different time periods and developments.</p> <p>I can use relevant terms and period labels.</p> <p>I can use my mathematical skills to round up time differences to centuries and decades.</p>	<p>I can sequence events on a timeline in chronological order showing different time periods and historically significant individuals.</p> <p>I can continue to use and understand specific time terms such as: BC, AD, century, decade, time periods.</p>
Range and Depth of Historical Knowledge	<p>I can recognise the difference between past and present in my own life and others.</p>	<p>I can recognise the key events of significant peoples' lives in the past.</p> <p>I can recognise how peoples' actions from</p>	<p>I can explain how my local area was different in the past.</p> <p>I can begin to understand why people in the past</p>	<p>I can discuss and understand that Britain has been invaded by several different groups over time.</p>	<p>I can make comparisons between historical periods explaining changes and similarities.</p>	<p>I can identify and understand the use of propaganda and explain how this was used to influence peoples' views.</p>



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<p>I can use phrases such as: old, new and a long time ago. I can sequence up to five events in chronological order (recent historical events).</p> <p>I can explain why items from the past are different e.g. phones, TVs, cars.</p> <p>I can explain the differences between my life and the life another child from a different time.</p> <p>I can explain why the Great Fire of London was significant nationally.</p>	<p>the past influence our lives today.</p> <p>I can use phrases and words such as: before, after, past, present, then and now.</p> <p>I can discuss similarities and differences between ways of life at different times e.g. houses, modes of transport.</p> <p>I can discuss why William the Conqueror was so important and the impact this had nationally.</p> <p>I can discuss the significance of the Battle of Hastings.</p>	<p>wanted to do specific things.</p> <p>I can understand how a place has changed based on who is ruling.</p> <p>I can find out about the everyday lives of people in a specific time period and compare.</p> <p>I can recognise similarities and differences from different times and begin to discuss why changes have happened.</p> <p>I can explain the changes in Britain from the Stone Age to the Iron Age.</p>	<p>I can understand key features and events of the time studied (food, work, lives, childhood, land).</p> <p>I can make links between the key features and the events studied and offer reasonable explanations for these.</p> <p>I can appreciate and understand how weapons have changed within a given period.</p> <p>I can explain the importance of the Roman Empire and its impact on Britain.</p> <p>I can discuss the legacy of Greek and Roman culture (art, architecture or literature) on later</p>	<p>I can compare beliefs and behaviour including the understanding of how laws are made and upheld e.g. crime and punishment in Anglo-Saxon times.</p> <p>I can compare an aspect of life with the same aspect in another time period.</p> <p>I can understand how a great event has impacted on people.</p> <p>I can explain the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>I can discuss the achievements of the earliest civilisations</p>	<p>I can understand the significance of events in Britain and how they have affected world history.</p> <p>I can understand how people perceive significant events and individuals based on their own personal experiences e.g. Hitler, evacuation etc.</p> <p>I can understand and explain the main events, discussing cause and effect, using evidence to support views.</p>
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				<p>periods in British history.</p> <p>I can discuss the achievements of the earliest civilisations e.g. Mayans</p> <p>I can explain the different aspects of Greek life.</p> <p>I can explain different Greek achievements and their influence on the Western World.</p>	e.g. Ancient Egyptians.	
<p><i>Interpretations of History</i></p>	<p>I can spot old and new things in pictures.</p> <p>I can compare grandparents' memories of when they were little e.g. toys.</p>	<p>I can compare photographs of key events in the past.</p> <p>I can find out something about the past by hearing from an older person.</p>	<p>I can understand how different groups may represent the past differently.</p> <p>I can compare different sources of the same events.</p> <p>I can find out information from different sources of the period.</p>	<p>I can compare different sources of the same events and say how they differ.</p> <p>I can evaluate sources and how useful they would be for an intended purpose.</p> <p>I can use different sources and</p>	<p>I can compare different sources of the same events and say how and why they differ.</p>	<p>I can link sources and work out how conclusions were arrived at.</p> <p>I can consider ways of checking the accuracy of interpretations - fact or fiction and opinion?</p>



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				<p>understand the picture these can build.</p> <p>I can recognise that the lives of wealthy people were different from those of poor people in the past.</p>		<p>I can be aware that different evidence will lead to different conclusions.</p>
<p>Historical Enquiry</p>	<p>I can find answers to simple questions using an artefact or picture.</p>	<p>I can ask simple questions about old and new objects e.g. what is it?</p> <p>I can answer questions by using a specific source such as a reference book.</p> <p>I can research simple information using a range of sources.</p>	<p>I can research information about a specific time period using a range of sources and begin to understand why I am using it.</p> <p>I can select and record the relevant information I need.</p> <p>I can use information found through research for writing.</p>	<p>I can use photographs and illustrations to present findings of research.</p> <p>I can use evidence to build up a picture of a past event.</p> <p>I can explain how past events have shaped our lives today.</p> <p>I can ask a variety of questions and begin to find the answers to these myself from a variety of sources.</p>	<p>I can research a key individual and think about the impact they have had.</p> <p>I can create my own research question and direct myself to find the answer using evidence.</p> <p>I can begin to identify primary and secondary sources.</p>	<p>I can recognise primary and secondary sources.</p> <p>I can begin to understand and evaluate the advantages and disadvantages of primary and secondary sources.</p> <p>I can use a range of sources to find out about an aspect of time in the past and collate the information to make a fluent account.</p>



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<i>Organisation and Communication</i>	<i>Communicating their knowledge through: Discussion Drawing pictures Drama and role play Making models Writing Using ICT</i>	<i>Recall, select and organise historical information. Communicate their knowledge and understanding.</i>	<i>Select and organise information to produce structured work, making appropriate use of dates and terms.</i>
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