

History Progression

Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6
Area of study							
Chronological Understanding	<p>I can talk about past, present and future events.</p> <p>I can connect events to form a story.</p>	<p>I can label timelines with: past, present, older, newer.</p> <p>I can describe changes in my life.</p> <p>I can use words and phrases to describe the passing of time: A long time ago, recently.</p>	<p>I can order and label events and artefacts on a timeline using time vocabulary and dates.</p> <p>I can describe changes in my life.</p> <p>I can describe the passing of time with time vocabulary.</p>	<p>I can order and label events and artefacts on a timeline using time vocabulary and dates whilst understanding the concept of change over time.</p> <p>I can use BC and AD dates to describe events.</p> <p>I can use key vocabulary to discuss and describe: Dates, time periods, eras, changes and chronology.</p>	<p>I can order and label events and artefacts on a BC/AD timeline using time vocabulary and dates whilst understanding the concept of change over time.</p> <p>I can use key vocabulary to discuss and describe: Dates, time periods, eras, changes and chronology.</p>	<p>I can represent continuity and change over time, along with evidence, on a timeline.</p> <p>I can use BC and AD dates to describe events.</p> <p>I can use key vocabulary to discuss and describe: dates, time periods, eras, chronology, continuity, change, century, decade and legacy.</p>	<p>I can represent continuity and change over time, along with evidence, on a timeline.</p> <p>I can use key vocabulary to discuss and describe: dates, time periods, eras, chronology, continuity, change, century, decade and legacy.</p>
Historical Interpretation and knowledge	<p>I can describe past and present events in my life or someone in my family's life.</p>	<p>I can describe a historical event</p> <p>I can describe a significant person from the past.</p>	<p>I can describe historical events in Britain and in other countries.</p> <p>I can describe a significant person from the past.</p> <p>I can discuss reasons to explain the way people acted in the past.</p> <p>I can discuss and describe topics such as: civilisation, monarchy, parliament, democracy, war and peace.</p>	<p>I can suggest causes and consequences of some of the main events and changes in history.</p> <p>I can describe changes that have happened in the area of the school.</p> <p>I can discuss and describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can discuss and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences.</p>	<p>I can suggest causes and consequences of some of the main events and changes in history.</p> <p>I can discuss and describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can discuss and describe the beliefs, attitudes and experiences of people from the past.</p>	<p>I can compare some of the times studied with those of the other areas of interest around the world.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can discuss and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of people from the past.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can give a broad view of life from medieval until Tudor times.</p> <p>I can discuss and describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can discuss and describe the beliefs, attitudes and the experiences of people from the past.</p> <p>I can discuss and describe the main changes within a period of history (social, religious, political)</p>
Historical Enquiry	<p>I can ask how and why questions about my experiences.</p>	<p>I can ask questions about the past.</p>	<p>I can ask questions such as: What was it like for people? What happened when...? How long ago?</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can ask questions about Primary and Secondary sources and find answers.</p>	<p>I can discard sources which are inappropriate to a line of enquiry.</p>	

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Managing Historical Artefacts and Sources	<p>I can talk about what is the same and what is different when looking at objects.</p> <p>I can talk about my environment and how it is different to another.</p>	<p>I can look at evidence and find answers to questions about the past.</p> <p>I can use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>I can use artefacts, pictures, stories, online sources or databases to answer questions about the past.</p> <p>I can describe some different ways the past has been represented – story, film, paintings, and photographs.</p>	<p>I can use evidence to find answers to questions about the past.</p>	<p>I can use more than one source of evidence to gain an accurate understanding of history.</p> <p>I can compare different accounts of an event and explain why they might differ.</p>	<p>I can select suitable sources of evidence and use them to gather information.</p> <p>I can analyse a range of evidence in order to justify claims about the past.</p> <p>I can discuss sources of evidence and understand that no single source gives us the full answer to questions about the past.</p>	<p>I can select suitable sources of evidence and use them to gather information.</p> <p>I can use sources of information to form testable hypothesis about the past.</p> <p>I can locate and analyse a range of evidence to justify claims about the past.</p> <p>I can discuss and describe propaganda and understand the social context of evidence studied.</p> <p>I can discuss sources of evidence and understand that no single source gives us the full answer to questions about the past.</p>
Organisation and Communication	<p>I can explore technology for particular purposes.</p>	<p>I can use technology for searching about the past.</p>	<p>I can use literacy, numeracy and computing skills in order to communicate information about the past.</p>		<p>I can use literacy, numeracy and computing skills to a good standard to communicate information about the past, and begin to select and suggest my own ways of presenting information.</p>		