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|  **History Progression****This document outlines the knowledge and the skills the children will be learning** |
|  | Year 1 and 2 | Year 3 and 4 | Year 5 and 6  |
| Chronological Understanding  | * I know we use dates to sequence time.
* I can sequence 2 events in my own life.
* I use the words and phrases:

“old/new,”“then/now,”“before/after” and“a long time ago” to describe the past.* I can talk about changes in my own life over time.
* I use “past/present” to describe events.
* I can sequence 3 related events/ people/ objects/photos using a given scale.
* I can begin to use topic specific vocabulary
 | * I can place the period being studied

on a timeline.* I understand a timeline can be BC/AD.
* I can use the terms “century/decade” and topic-specific

vocabulary.* I can sequence several events/

artefacts/ images.* I can place events from the period being studied on a timeline and begin to date events.
* I can use the terms “BC/AD correctly.”
 | * I can place the period being studied

on a timeline.* I can use timelines to place and sequence key events for the period being studied.
* I can place the period being studied on a timeline in relation to past historical topics.
* I can use the terms “social/ religious/political/ cultural”

in context.* I can use the terms “era/period.”
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|  | Year 1 and 2  | Year 3 and 4 | Year 5 and 6  |
| Knowledge and Understanding of the Past  | * I can recall some facts about people and events before I was alive.
* I can recognise differences between the past and present in my own life and the lives of others.
* I can remember parts of stories/ memories from the past.
* I can recognise why an event or person was important and how it changed people’s lives.
* I can recount the main events from a significant event in history.
* I can identify differences between ways of life at different

times. | * I can use evidence to find out about life in the past.
* I can compare and contrast everyday lives of people in the past with life today.
* I can suggest why some events happened and why certain choices were made.
* I can describe how the events/people I have learned about have affected life today.
* I can identify the key features/events of past societies and periods.
* I can give reasons why changes may have occurred to people’s way of life during that time e.g. beliefs and attitudes, homes, culture.
* I can use evidence to describe how the events/people I have learned about may have affected life today.
 | * I can describe similarities and differences between people and events studied.
* I can describe how historical events affected lives at the time and how they

have influenced life today.* I can study and compare aspects of life for different people e.g. men and women, rich and poor.
* I can compare an aspect of life with another period studied and identify continuity and change.
* I can use evidence to explore and understand the diversity of people within the time period studied.
* I can recall key dates, people and events from periods studied.
* I can give my own reasons for changes

within a time period and use evidence tosupport my ideas.* I can compare the beliefs and

behaviours with other time periods studied and begin to recognise trends. |
|  | Year 1 and 2  | Year 3 and 4 | Year 5 and 6 |
| Historical Enquiry | * I can use pictures and objects to find answers to simple questions.
* I can use sources e.g. images, objects to ask and answer questions about the past.
 | * I can begin to use the internet and texts to collect information about the past.
* I can use a range of sources to select and record the information I need to answer a question.
* I can suggest which the most suitable source might be to answer a question.
* I can use a wide a range of sources to build up a picture of one aspect of the past.
* I can ask questions about the past and how useful or accurate sources are.
 | * I can understand the difference between a range of sources of information.
* I can find and record relevant information from a range of sources to ask and answer questions about a past event.
* I recognise which sources are most reliable to answer a question.
* I can use evidence from a range of sources to form my own opinion about the past and to write a fluent account.
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|  | Year 1 and 2  | Year 3 and 4  | Year 5 and 6  |
| Historical Interpretation  | * I understand that not all accounts of the past are the same and not all of them are reliable.
* I can compare 2 versions of a past event.
* I can use images to compare people or events.
* I can talk about the different ways an event or person from the past is represented.
 | * I can look at 2 versions of a past event and identify similarities and differences in the accounts.
* I can explore different representations of a period of history and use them to ask questions.
* I can suggest reasons why the past is represented differently.
* I can use sources to make connections and draw contrasts about an event, period or person.
 | * I understand that there are often several versions of a historical event and that these can affect our understanding of the past.
* I can give reasons why there are different accounts of the same event.
* I can recognise that some sources may be propaganda or misinformation and can affect the interpretation of the past.
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|  | Year 1 and 2  | Year 3 and 4  | Year 5 and 6  |
| Organisation and Communication | * I can sort events, objects and images into “then” and “now.
* I can share what I understand through writing, drawing, talking and role-play, making models and using ICT.
* I can write simple recounts of the past using some topic-specific vocabulary.
* I can share what I understand through writing, drawing, talking and role-play, making models and using ICT.
 | * I can use the terms “century/decade” and topic-specific vocabulary in my description of the past.
* I can share what I understand through writing, drawing, talking and role-play, making models and using ICT.
* I can recognise there are different ways to present the past and can decide which is the most appropriate way to present my findings for my audience.
* I can use the terms “BC/AD” and topic-specific vocabulary in my work.
 | * I know, and can use, a variety of methods to share my findings about the past, showing I can choose the most appropriate one for my audience.
* I can use the terms “era/ period/ social/religious/ political/ cultural,” in context.
* I can select and plan a presentation
* related to the project using topic-specific vocabulary and time labels.
* I can use dates accurately.
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