

## History Progression Overview – Knowledge, Skills & Understanding

Chronological Understanding					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they put up to three objects in chronological order (recent history)?</p> <p>Can they use words and phrases like: old, new and a long time ago?</p> <p>Can they tell me about things that happened when they were little?</p> <p>Can they recognise that a story that is read to them may have happened a long time ago?</p> <p>Do they know that some objects belonged to the past?</p> <p>Can they retell a familiar story set in the past?</p> <p>Can they explain how they have changed since they were born?</p>	<p>Can they use words and phrases like: before I was born, when I was younger?</p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Can they use the words past and present correctly?</p> <p>Can they use a range of appropriate words and phrases to describe the past?</p> <p>Can they sequence a set of events in chronological order and give reasons for their order?</p>	<p>Can they describe events and periods using the words: BC, AD and decade?</p> <p>Can they describe events from the past using dates when things happened?</p> <p>Can they describe events and periods using the words: ancient and century?</p> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can they use their mathematical knowledge to work out how long ago events would have happened?</p>	<p>Can they plot recent history on a timeline using centuries?</p> <p>Can they place periods of history on a timeline showing periods of time?</p> <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p>	<p>Can they use dates and historical language in their work?</p> <p>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Can they use their mathematical skills to work exact time scales and differences as need be?</p>	<p>Can they say where a period of history fits on a timeline?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p>

## Creativity, Excellence, Resilience

Knowledge & Interpretation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Do they appreciate that some famous people have helped our lives be better today?</p> <p>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p> <p>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p> <p>Can they begin to identify the main differences between old and new objects?</p> <p>Can they identify objects from the past, such as vinyl record?</p>	<p>Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later?</p> <p>Can they explain how their local area was different in the past?</p> <p>Can they recount some interesting facts from a historical event, such as where the fire of London started?</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can they explain what is meant by a parliament?</p>	<p>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>Can they begin to picture what life would have been like for the early settlers?</p> <p>Can they recognise that Britain has been invaded by several different groups over time?</p> <p>Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>Can they suggest why certain events happened as they did in history?</p> <p>Can they suggest why certain people acted as they did in history?</p>	<p>Can they explain how events from the past has helped shape our lives?</p> <p>Do they appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences?</p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p>	<p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>Can they begin to appreciate that parliament has made major decisions for a long period of time?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Do they have a good understanding as to how crime and punishment has changed over the years?</p>	<p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they summarise what Britain may have learned from other countries and civilizations through time gone by and more recently?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>

## Creativity, Excellence, Resilience

Historical Enquiry					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can they ask and answer questions about old and new objects?</p> <p>Can they spot old and new things in a picture?</p> <p>Can they answer questions using a artefact/ photograph provided?</p> <p>Can they give a plausible explanation about what an object was used for in the past?</p>	<p>Can they find out something about the past by talking to an older person?</p> <p>Can they answer questions by using a specific source, such as an information book?</p> <p>Can they research the life of a famous Briton from the past using different resources to help them?</p> <p>Can they research about a famous event that happens in Britain and why it has been happening for some time?</p> <p>Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>	<p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Can they use various sources of evidence to answer questions?</p> <p>Can they use various sources to piece together information about a period in history?</p> <p>Can they research a specific event from the past?</p> <p>Can they use their 'information finding' skills in writing to help them write about historical information?</p> <p>Can they, through research, identify similarities and differences between given periods in history?</p>	<p>Can they research two versions of an event and say how they differ?</p> <p>Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p> <p>Can they give more than one reason to support a historical argument?</p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<p>Can they test out a hypothesis in order to answer a question?</p> <p>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p>	<p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <p>Can they identify and explain their understanding of propaganda?</p> <p>Can they describe a key event from Britain's past using a range of evidence from different sources?</p>