



HISTORY- Year Group Key Learning Progression Document

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding					
<p>Put a few objects/events in chronological order from recent history.</p> <p>Tell you a few similarities and differences between different times (within living memory).</p>	<p>Sequence a set of objects or events and give reasons for their order.</p> <p>Tell you a few similarities and differences between different times (NB Beyond living memory).</p> <p>Name a few people in the past who have contributed to national and international achievements.</p>	<p>Use a time line, within a specific time in history, to set out the order things may have happened.</p> <p><i>Put artefacts or information in chronological order.</i></p> <p>Understand that the past is divided into differently named periods of time.</p>	<p>Place events, people and changes of British, local and world history on a timeline using appropriate dates and conventions BC and AD.</p> <p><i>Put artefacts or information in chronological order.</i></p> <p>Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history.</p>	<p>Draw a timeline with different time periods outlined which shows different information such as periods of history and when famous individuals lived etc.</p> <p><i>Put artefacts or information in chronological order.</i></p> <p>Begin to tell the story of events within and across the time periods I have studied.</p> <p>Identify specific changes within and across different periods over a long arc of development.</p> <p>Describe connections, contrasts and trends over short periods of time.</p>	<p>Show a chronological, secure knowledge of local, national and global history. I can say where a period of history fits on a timeline.</p> <p><i>Put artefacts or information in chronological order.</i></p> <p>Tell the story of events within and across the time periods I have studied.</p> <p>Explain how history 'fits together' and events from one time period affect another.</p> <p>Describe connections, contrasts and trends over short and longer time periods.</p>

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Historical Concepts					
<p>Identify similarities and differences between different times within living memory</p> <p>Tell you how things change over time.</p> <p>Beginning to explain changes, why things happen and why people in the past acted as they did.</p> <p>Say how I feel about things that have happened in the past.</p>	<p>Identify similarities and differences between different times beyond living memory.</p> <p>Tell you about some of the people or events from my work.</p> <p>Give more than one cause of an event and give a reason why people in the past acted as they did.</p> <p>Able to reflect on the significance of what I have learnt about the past.</p>	<p>Beginning to give reasons for the main events and changes of a time studied.</p> <p>Beginning to give reasons for the results of the main events and changes of the time studied.</p> <p>Beginning to make connections and contrasts e.g. change, cause, similarity, difference, and significance.</p> <p>Tell you a range of similarities/ differences between different times in the past in periods covered so far</p>	<p>Give reasons for the main events and changes of a time studied.</p> <p>Give reasons for the results of the main events and changes of the time studied.</p> <p>Make connections and contrasts e.g. change, cause, similarity, difference, and significance.</p> <p>Discuss a range of similarities/ differences between different times in the past in periods covered so far.</p>	<p>Beginning to understand change and continuity.</p> <p>Beginning to devise questions about change, cause, similarity, difference and significance of people or events in a wider context.</p> <p>Beginning to understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>Speak about and start discuss trends over time</p> <p>See the relationship between different periods of time.</p>	<p>Understand change and continuity.</p> <p>Devise questions about change, cause, similarity, difference and significance of people or events in a wider context.</p> <p>Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>Discuss trends over time with my peers.</p> <p>See the relationship between different periods of time and the legacy or impact of historical events for me and my identity.</p>
Historical Interpretation					
<p>Developed an awareness of the past and can comment on what I have found out.</p> <p>Starting to learn about ways in which we find out about the past.</p> <p>Tell you a few ways how the past can be presented.</p> <p>Base my ideas on evidence.</p>	<p>Developed an awareness of the past and can comment on what or how I found things out.</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Tell you a few ways how the past can be presented or described.</p>	<p>Beginning to be able to describe how the past can be represented or interpreted in a few different ways.</p> <p>Use different sources of evidence and begin to evaluate their usefulness.</p> <p>Present an idea and raise questions about the past.</p>	<p>Describe how the past can be represented or interpreted in a few different ways.</p> <p>Distinguish between different sources of evidence and evaluate their usefulness.</p> <p>Becoming aware and able to consider different</p>	<p>Beginning to be aware of different views of people and events studied and can give some reasons why different versions of the past exist</p> <p>Carefully select from a range of historical sources to find relevant historical information.</p>	<p>Aware of different views about people and events studied and can give some reasons why different versions of the past exist.</p> <p>Evaluate and carefully select from a range of historical sources to find relevant historical information.</p>

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Beginning to present an idea and can ask questions about the past	Understand the importance of basing my ideas on evidence. Developing the skills of presenting an idea and raising questions about the past.		viewpoints about the past.	Beginning to consider different viewpoints or think about possible bias or anachronism.	Consider different viewpoints or think about possible bias or anachronism.
Historical Enquiry					
Beginning to be able to analyse artefacts and ask questions about them. Starting to consider how to find out the answers to my questions. Beginning to develop skills to study history through questioning and investigating. Beginning to be able to choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives which I have studied.	Analyse artefacts and ask questions about them. Starting to consider how I might find out the answers to my questions. Developing skills to study history by hypothesising, questioning and investigating. Choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives which I have studied.	Beginning to be able to answer and sometimes devise my own historically valid questions. Beginning to use one or more sources of information to help me answer questions about the past.	Answer and sometimes devise my own historically valid questions. Use one or more sources of information to help me answer questions about the past in sentences.	Starting to judge the value of sources and identify those that are useful for answering a question. Beginning to evaluate a range of historical sources I make perceptive deductions about the reliability of sources. Understand how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.	Judge the value of sources and identify those that are useful for answering a question. Evaluate a range of historical sources and make perceptive deductions about the reliability of sources. Know how our knowledge of the past is constructed from a range of sources Selects and organises relevant historical information from a range of historical sources.

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Historical Communication					
<p>Tell you about a time before I was born (within living memory)</p> <p>Compares aspects of life in different periods or people I know in different ways using everyday historical terms.</p> <p>Beginning to recount stories and starts to explain why some people and events were important.</p>	<p>Tell you about a time before I was born.</p> <p>Compares aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms.</p> <p>Recount stories accurately and explain why some people and events were important.</p>	<p>Write a paragraph or more to describe some of the main events, people and changes in the history of Britain.</p> <p>Present recalled or selected information using specialist terms.</p>	<p>Write a paragraph or more to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>Present recalled or selected information in a variety of ways using specialist terms.</p> <p>Beginning to use place value in the context of timelines.</p>	<p>Beginning to construct informed responses by selecting and organising relevant historical information.</p> <p>Beginning to make pertinent and valid comparisons between periods.</p> <p>Beginning to use/apply mathematical skills when placing events in chronological order, using place value, negative numbers</p>	<p>Construct informed responses by thoughtfully selecting and organising of relevant historical information.</p> <p>Make pertinent and valid comparisons between periods.</p> <p>Confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc.</p>