



History Progression of skills

Key Stage 1 *-Extra comments added

	Nursery	Reception	Year 1	Year 2	End of Key Stage Expectations
		ELG-Past and present Talk about the lives of people around them and their roles in society	<ul style="list-style-type: none"> Changes in living memory linking to aspects of change in national life Lives of significant individuals – Mary Seacole/Florence Nightingale, William Wilberforce, Amy Johnson, Samuel Pepys, Scott 	<ul style="list-style-type: none"> Events beyond living memory significant nationally or globally – The Great Fire of London Lives of significant individuals – Florence Nightingale, Mary Seacole Significant historical events, people and places in their locality – Amy Johnson, William Wilberforce. 	
Chronological understanding	<p>As a historian:</p> <p><u>Mathematics-3-4 year olds-</u> Begin to describe a sequence of events, real or fictional using words such as first, then.</p> <p><u>Communication and language- 3-4 year olds-</u> Describe events in some detail</p> <p><u>Understanding the world- 3-4 year olds-</u> Begin to make sense of their own life story and family's history</p> <p style="color: red;">*Can I remember and talk about significant events in my own experience?</p>	<p>As a historian:</p> <p>ELG-Understanding the World -Past and present- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p style="color: red;">*Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p> <p style="color: red;">*Learn a days of the week song.</p> <p style="color: red;">*Can I identify 2 items as old and new?</p>	<p>As a historian:</p> <p>Can I put up to three objects in chronological order (recent history) on a time line?</p> <p>Can I label timelines with pictures, words or phrases?</p> <p>Can I tell others about changes that have happened in my own life since I was born?</p> <p>Can I talk about how things have changed since my parents or grandparents were children?</p> <p>Use dates to talk about people or events from the past? (when appropriate)</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times?</p> <p style="color: red;">• Know the days of the week and months of the year in order.</p>	<p>As a historian:</p> <p>Can I place events or artefacts in order on a timeline?</p> <p>Can I label timelines with pictures, words or phrases and give reasons for their order?</p> <p>Can I make connections between long and short term time scales?</p> <p>Use dates to talk about people or events from the past? (when appropriate)</p> <p>Can I connect my new learning of historical people or events to others that I have learnt about before?</p> <p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p>	<p>Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality</p>
Historical Enquiry	<p>As a historian:</p> <p><u>Communication & language-3-4 year olds-</u> Understand why questions.</p>	<p>As a historian:</p> <p><u>Communication & language- Reception-</u> Ask questions to find out more.</p> <p>Describe events in some detail.</p> <p><u>ELG-Listening, attention & understanding-</u> Listen attentively & respond to what they hear with relevant questions, comments & actions when being read to and during whole class discussions and in small groups.</p> <p><u>ELG-Speaking-</u> Offer explanations of why things might happen.</p>	<p>As a historian:</p> <p>Can I show some understanding of how people find out about the past?</p> <p>Can I show some understanding of how evidence is collected and used to make historical facts?</p> <p>Can I ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Can I answer questions by using different sources, such as an information book or pictures?</p> <p>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p>	<p>As a historian:</p> <p>Can I understand and talk about how people find out about the past?</p> <p>Can I show understanding of how evidence is collected and used to make historical facts?</p> <p>Can I ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Can I answer questions by using a specific source, such as an information book?</p> <p>Can I help to research the life of someone from the past using the Internet and other sources to find out about them?</p> <p>Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?</p>	

		Express their ideas using full sentences including past, present and future tenses.			
		*Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?			

Knowledge and Interpretation	As a historian:	As a historian:	As a historian:	As a historian:	
	*Can I understand and use vocabulary such as: I can see, same, different,?	<p><u>Understanding the world- Reception</u> Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG- Past & present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened, because, explain, old, new, now, then?</p>	<p>Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today? Can I recognise that there are reasons why people in the past acted as they did? Can I tell you how I found out about people or events in the past? Can I find out more about a famous person from the past and help to carry out some research on him or her? Can I find out something about the past by talking to an older person? Can I begin to recognise that some forms of evidence are more reliable than others when finding out about the past?</p> <p>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>Can I describe historical events? Can I describe significant people from the past and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? Can I talk about similarities and differences between two different time periods? Can I explain how local people or events in history have changed things nationally or internationally? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I begin to talk about what type of evidence is reliable when finding out about the past? Can I create my own accounts of historical people or events?</p> <p>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>	

Key Stage 2

	Lower Key Stage 2	Upper Key Stage 2	End of Key Stage Expectations
	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age-The Stone Age The achievements of the earliest civilisations-Ancient Egypt A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – A significant turning point in British history – World War II Britain's settlement by Anglo-Saxons and Scots – The Vikings A non-European society that provides contrasts with British history – The Mayans 	<ul style="list-style-type: none"> Ancient Greece The Roman Empire and its impact on Britain A local history study A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – The Fishing Heritage, Triple Trawler Tragedy History of space exploration including the moon landings A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – Crime and Punishment Subsequent explorations in the past (Shackleton) 	
Chronological understanding	<p>As an historian: Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?</p>	<p>As an historian: Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>

<p>Historical Enquiry</p>	<p>As an historian: Can I use evidence to ask questions and find answers to questions about the past? Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use my research skills in finding out facts about the time period I am studying? Through my research, can I compare and contrast different forms of evidence? Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?</p>	<p>As an historian: Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying? Can I seek out and analyse a wide range of evidence in order to justify claims about the past? Can I use sources of information to form testable hypotheses about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use a wide range of sources of evidence to deduce information about the past? Can I select suitable sources of evidence, giving reasons for choices? Can I give more than one reason to support an historical argument? Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate?</p>	
---------------------------	---	--	--

Knowledge and Interpretation	<p>As an historian:</p> <p>Can I suggest why certain events happened as they did in history?</p> <p>Can I suggest why certain people acted as they did in history?</p> <p>Can I explain how events from the past have helped shape our lives today?</p> <p>Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Can I compare some of the times studied with those of other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past societies?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?</p> <p>Can I suggest causes and consequences of some of the main events and changes in history?</p> <p>Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	<p>As an historian:</p> <p>Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made?</p> <p>Can I understand how our knowledge of the past is constructed from a range of sources?</p> <p>Can I describe in detail any historical events from the different period/s I am studying/have studied?</p> <p>Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?</p> <p>Can I appreciate that significant events in history have helped shape the country we have today?</p> <p>Can I identify continuity and change in the history of the locality of the school?</p> <p>Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past society?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?</p> <p>Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?</p> <p>Can I use original ways to present information and ideas?</p>	
------------------------------	---	--	--