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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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| 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 to  support 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. |
|  | 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. |
|  | 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. |