



**Subject Progression:** History

	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Chronological understanding</b>	<p>I can use words and phrases like: old, new and a long time ago. I can talk about the events of the Great Fire of London.</p> <p>I understand that Rosa Parks and Emily Davison were not grown ups at the same time.</p>	<p>I can use phrases and words like: before, after, past, present, earlier, later, then and now. I understand that places change over time and suggest things which are older and newer where I live</p> <p>I can sort objects into old and new and give reasons for my thinking I am beginning to be able to sequence events based on the date they happened</p> <p>I understand how castles changed over time</p> <p>I can sequence events about the life of a famous person by looking at the dates they occurred.</p>	<p>I can describe events from the past using dates when things happened.</p> <p>I can set out on a timeline, within a given period, what special events took place.</p> <p>I can use a timeline within a specific period in history to set out the order that things may have happened.</p> <p>I can use the vocabulary BC, AD, ancient &amp; century.</p> <p>I can plot events on a timeline using centuries.</p> <p>I understand that the Ancient Egyptian civilisation lasted for a long time and can begin to say other events that happened in the same period of history</p>	<p>I can plot events on a timeline using centuries. I can use my mathematical skills to round up time differences into centuries and decades.</p>	<p>I can draw a timeline with different time periods showing key historical events or lives of significant people. I can use dates and historical language in my work.</p>	<p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can talk about how long events took place and understand where my learning fits into the narrative of British and Global history.</p>
<b>Challenge</b>	<p><b>I can put up to five objects/events in chronological order (recent history).</b></p> <p><b>I can use words and phrases like: very old, when mummy and daddy were little.</b></p> <p><b>I can use words before and after correctly.</b></p> <p><b>I can sequence events about my own life.</b></p>	<p><b>I can sequence a set of objects in chronological order and give reasons for their order.</b></p> <p><b>I can try to work out how long ago an event happened if it was within the last 100 years.</b></p> <p><b>I can sequence a set of images in chronological order and give reasons for</b></p>	<p><b>I am beginning to use my mathematical knowledge to work out how long ago events happened.</b></p> <p><b>I can begin to build up a picture of what main events happened in the world during different centuries.</b></p>	<p><b>I can use my mathematical skills to help work out the time differences between certain major events in history.</b></p> <p><b>I can begin to build up a picture of what main events happened in Britain/ the world during different centuries.</b></p> <p><b>I can begin to</b></p>	<p><b>I understand how different periods of time last for different lengths of time and am beginning to appreciate the relevant closeness of different time periods</b></p> <p><b>I can create timelines which outline the development of specific features, such as medicine;</b></p>	<p><b>I can talk about how long events took place and understand where my learning fits into the narrative of British and Global history</b></p> <p><b>I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</b></p>

	<p><b>I can say why I think a story was set in the past.</b></p> <p><b>I can explain how people today are affected by things from long ago</b></p> <p><b>I am able to sequence a small number of events in chronological order</b></p> <p><b>I understand that the moon landing happened within living memory of some grown-ups and understand that it comes after the fire of London but before I was born.</b></p> <p><b>I know that Rosa Parks was born the same year that Emily Davison died and can begin to talk about the idea of change as something that keeps happening</b></p>	<p><b>their order based on what I have learned.</b></p> <p><b>I understand that the sea exploration and travel happened over a long time and that Grace Darling and the other historical figures studied lived at different times</b></p>		<p><b>recognise and quantify the different time periods that exists between different groups that invaded Britain.</b></p>	<p><b>weaponry; transport, etc.</b></p> <p><b>I understand the relationship between local, regional, national and international History</b></p> <p><b>I can understand the link between cultural, economic, military, political, religious and social history</b></p>	
<b>Historical enquiry</b>	<p>I can ask and answer questions about old and new objects looking at pictures and artefacts.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p> <p>I can ask questions and with support find answers about space explorers when looking at simple text, pictures and artefacts.</p> <p>I can ask and with support suggest answers</p>	<p>I can find out things about the past by talking to an older person.</p> <p>I can ask questions and interview someone to find the answers</p> <p>I can answer questions using books, paintings, artefacts and the internet.</p>	<p>I can use research skills to find answers to specific questions.</p> <p>I can find out some ways in which modern life is similar or different to the past.</p> <p>I know how artefacts can help us find out the past</p> <p>I understand why certain artefacts are better preserved than others</p> <p>I can find similarities &amp; differences between two or more periods in history.</p>	<p>I can research two versions of an event and say how they differ.</p> <p>I can research what life was like for children in a given period of history and present my findings</p> <p>I can ask questions and find my own answers beginning to select which resources I use to find my answers</p>	<p>I can explain how our locality has changed over time.</p> <p>I can explain how our locality has changed over time.</p> <p>I can investigate and explore historical themes using a variety of sources</p>	<p>I can identify and explain where sources are more or less reliable and why (this can be linked to propaganda)</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can describe the features of historical events and ways of life from periods I have studied; presenting to an audience.</p> <p>I can ask questions and find answers about the</p>

	<p>to questions about the dinosaurs when looking at simple texts, pictures and artefacts</p> <p>I can ask questions about how life has changed for different people over time and find answers with support when looking at simple text, pictures and artefacts</p>					<p>impact of significant moments in history</p>
<b>Challenge</b>	<p><b>I can answer questions using a range of artefacts/ photographs provided.</b></p> <p><b>I can give reasons for why something might be old or new</b></p> <p><b>I can use answers to questions to create more questions about a famous person from the past.</b></p> <p><b>I can suggest where I might find answers to my questions.</b></p>	<p><b>I can say at least two ways to find out about the past, for example using books and the internet</b></p> <p><b>I can explain why people may remember things differently</b></p> <p><b>I can suggest different places to look for answers to historical questions</b></p>	<p><b>I am beginning to understand how life in the past has influenced life today</b></p> <p><b>I understand that artefacts are important but that they can raise as many answers as they answer</b></p> <p><b>I can ask questions about a time period and am beginning to understand why some questions are harder to answer than others</b></p>	<p><b>I can say which version of an event I find most compelling and why</b></p> <p><b>I am beginning to evaluate a source to say whether it is likely to be factual or biased</b></p> <p><b>I can independently, or as part of a group, present an aspect I have researched about a given period of history using multi-media skills.</b></p>	<p><b>I can appreciate how historical artefacts have helped us understand more about lives in the present and past and can evaluate their usefulness</b></p> <p><b>I can evaluate and interrogate the usefulness and reliability of historical sources</b></p>	<p><b>I can suggest why certain events, people and changes might be seen as more significant than others.</b></p> <p><b>I can pose and answer my own historical questions seeking my own sources and evaluating which are the most appropriate ones to use.</b></p> <p><b>I understand why there may be different interpretations of events and why attitudes to historical events may change over time.</b></p>
<b>Knowledge and interpretation</b>	<p>I can explain how events from the past shapes our lives today.</p> <p>I can say how we know about the Great Fire of London</p> <p>I know what space explorers helped us learn about the world.</p> <p>I know and understand what Mary Anning did as</p>	<p>I can talk about why we needed castles a long time ago.</p> <p>I can talk about castle life.</p> <p>I can say how castles have changed over time.</p> <p>I can research a life or an event from the past using different sources of information.</p>	<p>I can understand that artefacts tell us about the past.</p> <p>I can explain how people's lives were different from ours today.</p> <p>I can talk about achievements of the Ancient Egyptian civilisations</p>	<p>I can explain how the lives of wealthy people were different from the lives of the poorer people.</p> <p>I can explain how an event from the past has shaped our lives today giving more detailed examples.</p>	<p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>I can appreciate that significant events in history have helped</p>	<p>I understand the relationship between local, regional, national and international history</p> <p>I can understand the link between cultural, economic, military, political, religious and social history</p> <p>I can summarise how</p>

	a job and how this helped us understand about life on Earth. I can explain how some people have helped us have better lives.	I know what explorers helped us learn about the world and why they are remembered.	I can explain how an event from the past has shaped our lives today.	I can explain how people's lives were different from ours today and talk about ways in which they were the same. I can explain some of the times when Britain was invaded. I can understand how life was different and that it changed when Britain was invaded.	shape the country we have today.	Britain has had a major influence on the world. I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). I can identify and explain differences, similarities and changes between different periods of history. I can identify and explain differences, similarities and changes between different periods of history and the cultures of people living in different places in the same period of history.
<b>Challenge</b>	<b>I can explain why certain objects were different in the past, e.g., iron, music systems, televisions. I can suggest different ways to learn about the same event in history (introduction to sources but do not need to use this terminology) I can say why Mary Anning is remembered I know archaeology and palaeontology are not the same and can explain the difference I can name other inspirational figures from history who</b>	<b>I can give examples of things that are different in my life from that of a long time ago I can suggest why changes have taken place based on what I know I can make links between the lives of historical figures</b>	<b>I can use artefacts to say what I know and what I suspect I am beginning to understand the advantages and disadvantages of using artefacts to answer historical questions I can say how artefacts are preserved and why this is important I can appreciate that the food people ate was different because of the availability of different sources of food.</b>	<b>I can appreciate that wealthy people would have had a very different way of living from the poor which would have impacted upon their health and education. I can begin to appreciate why Britain would have been an important country to have invaded and conquered. I can appreciate that war/s have an impact on the people who live in countries involved and that these can last for a long time.</b>	<b>I can identify things which have remained in the local area since Tudor times and suggest why these have suggested lasted and others haven't I can appreciate that war/s have an impact on the people who live in countries involved and that these can have a lasting impact, beginning to see how my own life is shaped by conflicts of the past.</b>	<b>I can suggest relationships between causes and effects in history. I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today. I can trace the main events that define Britain's journey from a mono to a multi-cultural society.</b>

	<b>have shaped our world today. I can talk about an important historical event that happened in the past.</b>					
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