



History Progression

History

Nursery Historians	Reception Historians
<ul style="list-style-type: none"> • I show an interest in the lives of people around me. • I can remember and talk about significant events in my own life. • I can recognise and describe special times or events for family or friends. <p>I can show an interest in different occupations and ways of life indoors and outdoors.</p>	<ul style="list-style-type: none"> • I can comment on images of familiar situations in the past. • I can compare and contrast characters from stories, including figures from the past. • I can talk about the lives of the people around them and their roles in society, • I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. • I can understand the past through settings, characters and events encountered in books read in class and storytelling. • I can name and describe people who are familiar to me. • I can recognise that people have different beliefs and celebrate special times in different ways.

Year 1 Historians	Year 2 Historians	Year 3 Historians
<p>Chronological Understanding</p> <ul style="list-style-type: none"> • I can order some events that I have learnt about from furthest away to most recent with increasing accuracy • I know what a timeline is • I am beginning to make comparisons between areas of study <p>Vocabulary</p> <ul style="list-style-type: none"> • I can use and am beginning to remember names and places that link to areas of study • I am beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago <p>Questioning</p> <ul style="list-style-type: none"> • I can ask simple questions about the past • I can accurately answer some questions verbally related to an area of study <p>Knowledge</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • I can accurately order events that I have learnt about from furthest away to most recent • I can draw timelines and am beginning to place areas of study on them • I can compare areas of study, identifying similarities between them • I can compare areas of study, identifying differences between them <p>Vocabulary</p> <ul style="list-style-type: none"> • I can remember and use a range of names and words specific to areas of study • I can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries <p>Questioning</p> <ul style="list-style-type: none"> • I can ask questions about the past 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • I am developing my knowledge of chronology and can generally place periods of history I have learnt about accurately on a timeline • I can confidently make links between areas of history that I have studied in Year 3 and previously, identifying similarities and differences between them • I know about the lives of the people in the eras I have studied <p>Vocabulary</p> <ul style="list-style-type: none"> • I can remember and use a range of names and words from the areas I have studied in Year 3 as well as remembering a few names and words from previous study • I am beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.



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<ul style="list-style-type: none"> • I can remember most key events about the areas I have studied • I am beginning to understand that I can find historical information in books • I can communicate my historical knowledge in a variety of ways 	<ul style="list-style-type: none"> • I am able to accurately answer simple questions related to an area of study confidently • I can justify my answers using sources or stories <p>Knowledge</p> <ul style="list-style-type: none"> • I can remember key events about the areas I have studied • I can begin to identify how we know about past events and use a range of sources to find information • I can begin to identify different representations of history e.g. books, visual clips, letters • I can identify differences between my life and those of people who have lived in the past. • I can communicate my historical knowledge and understanding in a variety of ways 	<ul style="list-style-type: none"> • I am beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. <p>Questioning</p> <ul style="list-style-type: none"> • I am beginning to ask more in depth questions for my age to develop my understanding • I am able to answer questions accurately related to the area of study • I can use sources to justify my answers <p>Knowledge</p> <ul style="list-style-type: none"> • I understand that the past can be considered in terms of different time periods. • I remember a range of key facts and information from areas of study in Year 3 • I can identify at least two ways we gather information • I am able to use at least one type of source of information confidently
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Year 4 Historians	Year 5 Historians	Year 6 Historians
<p>Chronological Understanding</p> <ul style="list-style-type: none"> • I am becoming more secure in my knowledge of chronology and can place periods of history I have learnt about accurately on a timeline • I can confidently make links between areas of history that I have studied, identifying similarities and differences between them <p>Vocabulary</p> <ul style="list-style-type: none"> • I can remember and use a range of names and words from the areas I have studied in Year 4 as well as remembering some names and words from previous study 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • I have a secure knowledge of chronology and am mostly accurate in placing a range of historical events from around the world on a timeline • I can draw my own timeline, generally producing accurate intervals and adding to it as I learn about new periods of history • I can compare historical periods, identifying similarities and difference between them • I am beginning to identify trends over time <p>Vocabulary</p> <ul style="list-style-type: none"> • I can remember and use names and words from the areas they have studied in Year 5 as well as 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • I have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline • I can draw my own timeline, deciding on accurate intervals and adding to it as I learn about new periods of history • I know about the characteristic features of particular periods and societies and can compare these, identifying a number of similarities and differences between them and why this is. • I can identify trends over time, identifying how ideas have been continued/ developed



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- I can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.
- I understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning

- I can ask questions to develop my understanding
- I am beginning to challenge sources of information
- I am beginning to show some organisation of information that is purposeful for responding to or asking questions

Knowledge

- I remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study
- I am beginning to understand how our knowledge of history is developed through a range of sources
- I am able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips

remembering some names and words from previous study

- I can use words and phrases to indicate time, talking about decades, centuries, millennium etc.
- I understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning

- I can ask questions to develop my understanding and also ask questions of what people have said
- I can challenge sources of information
- I am beginning to make purposeful selection about information they wish to include in responses
- I can organise information purposefully when responding to or asking questions

Knowledge

- I know that the study of history is concerned with the past in relation to the present
- I remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study
- I am building my understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding
- I can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
- I understand that historical sources can be different from and contradict one another
- I can describe how the history of a country affects the lives of people who live there
- I can communicate my knowledge and understanding of history in a variety of ways.

Vocabulary

- I can remember and use a range of names and words from the areas I have studied over the years
- I can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.
- I understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning

- I can ask a range of questions, creating questions that develop understanding about change, cause and significance
- I can challenge sources, questioning the validity of these and whether they have been created for propaganda
- I can purposefully select information when forming responses to questions
- I can organise information purposefully when responding to or asking questions

Knowledge

- I know about the general history of the UK
- I have a wide ranging knowledge about historical events, from local history to world history
- I have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding
- I can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
- I understand that historical sources can be different from and contradict one another and



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		<p>that they reflect their context of time, place and viewpoint</p> <ul style="list-style-type: none">• I can describe how the history of one country affects that of another• I can communicate my knowledge and understanding of history in a variety of ways.
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