



Learn to Live
Live to Learn



Learn to Live
Live to Learn

Progression of skills

| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
|---|--|--|---|--|---|--|
| <p><u>Historical chronology</u></p> <p>Wider context includes time periods studied in previous year groups and key stages.</p> | <p>I can sequence three images/artefacts in chronological order.</p> <p>I can understand duration of time.</p> <p>I can describe the position of people I have studied on a basic timeline, e.g., <i>Neil Armstrong came after Florence Nightingale</i></p> | <p>I can place at least four objects/events in chronological order.</p> <p>I can describe the position of the events I have studied on a basic timeline, e.g., <i>The Great Fire of London came before the first flight.</i></p> <p>I can understand that some events from the past are commemorated each year, e.g., <i>Bonfire Night, Remembrance Day.</i></p> <p>I can place the key events/people that I have learnt about on a timeline.</p> | <p>I can place artefacts or sources of information in chronological order.</p> <p>I can begin to understand that British history can be divided into differently named periods of time, e.g., <i>Stone Age, Iron Age.</i></p> <p>I can place the periods of history studied so far onto a timeline showing the wider context.</p> | <p>I can place artefacts or sources of information in chronological order across more than one period of history.</p> <p>I can use some appropriate dates to explain British and local history.</p> <p>I can use some chronological conventions, e.g., BC, BCE, AD.</p> <p>I can place the periods of history studied so far onto a timeline showing the wider context.</p> | <p>I can place the periods of history studied so far onto a timeline showing the wider context.</p> <p>I can tell the narrative of events within and across the time periods I have studied so far.</p> <p>I can use dates to tell the narrative of events studied.</p> | <p>I can demonstrate a coherent, chronological narrative of Britain's past and the wider world.</p> <p>I can place the periods of history studied onto a timeline showing the wider context.</p> |
| <p><u>Historical concepts</u></p> <p>Similarity and Difference</p> <p>Characteristic ideas</p> | <p>I can identify one similarity or one difference between two sources.</p> <p>I can tell you about some of the people I have studied in a wider context.</p> | <p>I can identify at least one similarity and one difference between two sources.</p> <p>I can tell you about the people and events I have studied in a wider context.</p> | <p>I can identify and explain what is the same and what is different about two sources.</p> <p>I can describe some of the characteristic ideas, beliefs, and</p> | <p>I can identify and explain what is the same and what is different about two sources from different time periods.</p> <p>I can understand some of the</p> | <p>I can give detailed comparisons across two civilisations.</p> <p>I can understand why some societies were</p> | <p>I can understand the complexity of people's lives.</p> <p>I can compare and explain the causes and consequences of events studied in a wider context.</p> |

| | | | | | | |
|---|---|--|---|--|--|--|
| <p>Cause and Consequence</p> <p>Significance</p> <p>Change and Continuity</p> <p>Interpretation</p> | <p>I can talk about why people in the past acted as they did.</p> <p>I can identify why the people I have studied are important.</p> <p>I can identify one way in which life has changed.</p> | <p>I can identify at least one cause of an event and identify the consequences.</p> <p>I can reflect on the significance of what I have learnt about the past.</p> <p>I can identify one way in which life changed and one way in which it stayed the same.</p> | <p>attitudes of people's lives in the past.</p> <p>I can identify at least two causes and consequences of the main events studied.</p> <p>I can explain the significance of some people or events from the past.</p> <p>I can identify at least two aspects which changed and remained the same over time.</p> <p>I can talk about how the past has been presented positively and negatively.</p> | <p>characteristic ideas, beliefs, and attitudes of people's lives in the past.</p> <p>I can identify a few causes and consequences of the main events studied.</p> <p>I can select reasons for and against the significance of some of the people or events from the past.</p> <p>I can identify a range of aspects which changed and remained the same over time.</p> <p>I can identify how the past can be interpreted in a few contrasting ways.</p> | <p>vastly different due to the changes or challenges at the time.</p> <p>I can identify and explain a range of causes and consequences of events studied.</p> <p>I can understand the legacy or the impact of events on the wider world.</p> <p>I can understand the change and continuities from the time period studied to now.</p> <p>I can understand why the past can be represented or interpreted in different ways.</p> | <p>I can understand change and continuity across the time periods studied.</p> <p>I can explain why the past can be represented or interpreted in many different ways.</p> <p>I can explain the legacy or the impact of events on the wider world.</p> |
| <p><u>Historical enquiry</u></p> | <p>I can ask questions about the past and artefacts.</p> <p>I can describe artefacts</p> <p>I can choose parts of stories to show I know and understand key</p> | <p>I can understand some ways in which we find out about the past.</p> <p>I can demonstrate an awareness of the past and can comment on what or how I found things out.</p> | <p>I can answer historically valid questions.</p> <p>I can use at least one source of information to help me answer questions about the past in sentences.</p> | <p>I can answer and sometimes devise my own historically valid questions.</p> <p>I can use at least two sources of information to help me answer questions about the past in sentences.</p> | <p>I can evaluate a range of historical sources.</p> <p>I can answer and devise my own historically valid questions.</p> <p>I can make perceptive</p> | <p>I can understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims.</p> <p>I can consider bias when using historical sources.</p> |

| | features of people's lives. | I can analyse artefacts. | | | deductions about the reliability of sources. | |
|--|---|--|---|--|---|--|
| <u>Historical communication</u> | <p>I can use common words and phrases to describe the passing of time, e.g., 'past' 'before' 'now' 'then'</p> <p>'Long ago' 'before I was born' 'changes to now'</p> <p>I can recount stories.</p> <p>I can tell you about a time before I was born.</p> | <p>I can use common words and phrases to describe the passing of time, e.g., 'past' 'before' 'now' 'then' 'present' 'period'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>I can tell you about and explain a time before I was born.</p> | <p>I can use phrases and words to describe the passing of time, e.g., 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>I can present sentences to describe some of the main events, people, and changes in the history of Britain and the wider world.</p> | <p>I can use specialist phrases and words to describe the passing of time, e.g., 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>I can present sentences/paragraphs to describe some of the main events, people, and changes in the history of Britain and the wider world.</p> <p>I can use place value in the context of timelines.</p> | <p>I can use phrases and words to describe the passing of time and context of civilisations, e.g., 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>I can construct informed responses by thoughtfully selecting and organising relevant historical information.</p> <p>I can confidently use/apply mathematical skills in the context of chronology, e.g., place value, negative numbers.</p> | <p>I can use phrases and words accurately to describe the passing of time and context of civilisations, e.g., 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>I can create my own structured accounts.</p> |