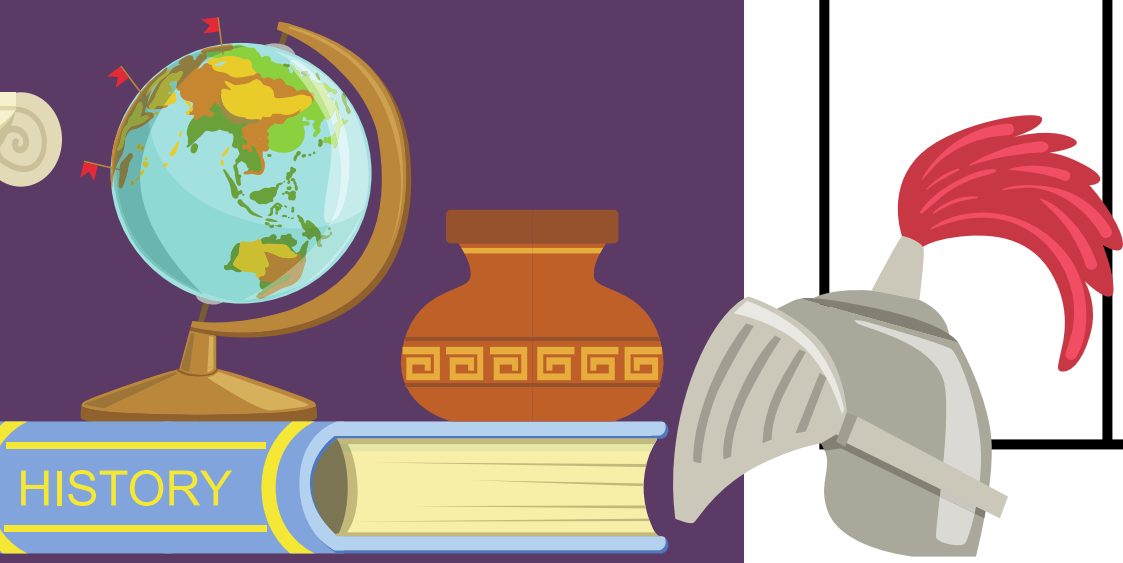


HISTORY KNOWLEDGE & SKILLS PROGRESSION



EYFS	
Understanding the world	
<p>I can talk about the lives of people around me and their roles in society.</p> <p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books and storytelling.</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CHRONOLOGY	<p>I can sequence events/images into a chronological framework.</p> <p>I am aware of the past, using vocabulary related to the passing of time - old and new.</p> <p>I can describe memories from my life.</p>	<p>I can sequence events and artefacts/objects to create a simple timeline.</p> <p>I can use a wider range of vocabulary related to the passing of time - before, long ago, after, months, years.</p>	<p>I can sequence events and artefacts/objects to create a simple timeline.</p> <p>I can use a wider range of vocabulary related to the passing of time - before, long ago, after, months, years.</p>	<p>I can sequence key events/artefacts and place the era studied on a timeline, including dates of events.</p> <p>I can use a wide range of terms related to the period and understand more complex vocabulary e.g., B.C. / A.D., century, decade.</p>	<p>I can sequence a range of events from the time studied on a timeline - relating them to previous studies and making comparisons between different times in history.</p> <p>I can begin to accurately use a wide range of terms and period labels.</p>	<p>I can sequence a wider range of events on a complex timeline relating current studies to previous studies making comparisons between different times in history.</p> <p>I can consistently use a wide range of terms and period labels.</p>



HISTORY KNOWLEDGE & SKILLS PROGRESSION



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SIMILIARITIES AND DIFFERENCES	<p>I can begin to describe the similarities and differences in artefacts and objects e.g., changes in homes.</p> <p>I can compare characters from stories, including figures from the past.</p> <p>I understand some similarities and differences between things in the past and now, drawing on my own experiences.</p>	<p>I can identify the similarities and differences between ways of life at different times.</p> <p>I understand some things which have changed/stayed the same.</p>	<p>I can compare the past with our life at present.</p> <p>Identify any similarities and differences within a period.</p>	<p>I can begin to compare and link different times.</p> <p>I understand similarities and differences between daily lives of people in the past and today.</p>	<p>I can compare and link a wider range of times.</p> <p>I understand the similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people.</p> <p>I can make links between periods of history studied.</p>	<p>I can compare, describe and explain the links between periods of time.</p> <p>I can describe change through the use of general and abstract terms.</p>
EVIDENCE AND INTERPRETATION	<p>I can use a range of sources to find out characteristic features of the past, e.g., stories, eyewitnesses.</p> <p>I can sort artefacts 'then' and 'now' – how do we know.</p> <p>I can begin to identify some of the different ways in which the past is represented: songs, stories, pictures, voice recordings, and simple written documents.</p>	<p>I understand some of the ways we find out about the past.</p> <p>I can discuss the effectiveness of sources.</p> <p>I can use a wider range of sources to find out characteristic features of the past e.g., stories, eyewitnesses, artefacts, songs.</p>	<p>I can use a range of sources and interpretations to find out about a period – identifying smaller details in artefacts or pictures.</p> <p>I can begin identifying and give reasons for different ways in which the past is represented.</p> <p>I can distinguish between different sources and evaluate their effectiveness.</p>	<p>I can use a range of sources and interpretations to find out about a period – identifying smaller details in artefacts or pictures.</p> <p>I can begin identifying and give reasons for different ways in which the past is represented.</p> <p>I can distinguish between different sources and evaluate their effectiveness.</p>	<p>I can begin to identify primary and secondary sources and select relevant evidence to build up a picture of life in time studied.</p> <p>I can compare accounts of events from different sources – offering some reasons for different versions of events – opinions and facts.</p>	<p>I can begin to identify primary and secondary sources and select relevant evidence to build up a picture of life in time studied.</p> <p>I can compare accounts of events from different sources – offering some reasons for different versions of events – opinions and facts.</p>



HISTORY KNOWLEDGE & SKILLS PROGRESSION



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ENQUIRY	can ask and answer questions related to different sources and objects.	can ask and answer questions related to different sources and objects.	I can ask and answer questions to find out about the past.	I can ask and answer questions to find out about the past.	I can use sources to answer a question independently.	I can use sources to formulate a question and investigate the answers independently.
SIGNIFICANCE	I can comment on images of familiar situations in the past.	I can name a significant person and explain why they are known.	I can begin to identify key features, events, and beliefs.	I can identify key features, events, and beliefs.	I know key features, events, and beliefs. I can make links between some important events, places and people.	I can explain key features, events, characteristics and beliefs - understanding how people had a range of views. I can make links & draw comparisons between some important events, places and people.
CAUSE AND CONSEQUENCE	I understand about the cause of an event I have studied this year.	I recognise why events happened and what happened as a result.	I recognise why events happened and what happened as a result.	I recognise why events happened and what happened as a result.	I recognise why events happened and what happened as a result.	I recognise why events happened and what happened as a result.
CHANGE AND CONTINUITY	I can make statements about the past using simple observations.	I can make statements about the past using simple observations.	I can begin to understand how a period can change and the effect if these changes.	I can identify the main changes/constants within two periods of time.	I can develop a deeper understanding of how a period can have both continuity and change and the result of this. I can identify the main changes/constants across periods of time.	I can explain how a period can have both continuity and change and the result of this.

