



History Progression at Intake Farm Primary and Nursery Key Stage 1

Knowledge	Skills
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	Nursery	Reception	Year 1	Year 2	End of Key Stage Expectations
Chronological understanding	<p>As an historian: I can talk about something I have done today. I can remember and talk about significant events in my own experience. I can describe and recognise special times or events for family or friends. I can, in pretend play, imitate everyday actions and events from own family and cultural background e.g. making and drinking tea.</p> <p>I can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.</p>	<p>As an historian: I can talk about past and present events in my own life and in the lives of family members. (P&C ELG)</p> <p>I can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.</p>	<p>As an historian: I can put up to three objects in chronological order (recent history) on a time line. I can label timelines with pictures, words or phrases. I can tell others about changes that have happened in my own life since I was born. I can talk about how things have changed since my parents or grandparents were children. Use dates to talk about people or events from the past. (when appropriate)</p> <p>I can understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times.</p>	<p>As an historian: I can place events or artefacts in order on a timeline. I can label timelines with pictures, words or phrases and give reasons for their order. I can make connections between long and short term time scales. Use dates to talk about people or events from the past (when appropriate) I can connect my new learning of historical people or events to others that I have learnt about before.</p> <p>I can understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times.</p>	<p>Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter</p>

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<p>Historical Enquiry</p>	<p>As an historian: I can show an interest in the lives of people who are familiar to me</p> <p>I can show an interest in different occupations.</p> <p>I am beginning to make sense of my own life-story and family's history.</p> <p>I can understand and use vocabulary such as: how, why, because.</p>	<p>As an historian: I can answer how and why questions about experiences and in response to stories or events. (CAL – ELG)</p> <p>I can comment on images or familiar situations in the past.</p> <p>I can understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why.</p>	<p>As an historian: I can show some understanding of how people find out about the past. I can show some understanding of how evidence is collected and used to make historical facts.</p> <p>I can ask questions such as: What was it like for people. What happened. How long ago. I can answer questions by using different sources, such as an information book or pictures.</p> <p>I can understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate.</p>	<p>As an historian: I can understand and talk about how people find out about the past.</p> <p>I can show understanding of how evidence is collected and used to make historical facts.</p> <p>I can ask questions such as: What was it like for people. What happened. How long ago.</p> <p>I can answer questions by using a specific source, such as an information book.</p> <p>I can research the life of someone who used to live in my area using the Internet and other sources to find out about them.</p> <p>I can research the life of a famous Briton from the past using different resources to help me.</p> <p>I can understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate.</p>	<p>Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Interpretation</p>	<p>As an historian: I am developing an understanding of growth, decay and changes over time. (The World 30-50m) I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world. (The World 30-50m)</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I can understand and use vocabulary such as: I can see, I saw, same, different, change, what happened., why, because.</p>	<p>As an historian: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>I can talk about the people around me and their role in society.</p> <p>I can understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened., because, explain.</p>	<p>As an historian: I can answer questions using a range of artefacts/ photographs/pictures provided. I can talk about the different ways that the past is represented.</p> <p>I can recount some interesting facts from an historical event.</p> <p>I can talk about some important people from the past.</p> <p>I can talk about how their actions changed the way we do things today.</p> <p>I can recognise that there are reasons why people in the past acted as they did.</p> <p>I can tell you how I found out about people or events in the past.</p> <p>I can find out more about a famous person from the past and carry out some research on him or her.</p> <p>I can find out something about the past by talking to an older person.</p> <p>I can recognise that some forms of evidence are more reliable than others when finding out about the past.</p> <p>I can show an understanding of the word 'nation' and the concept of a nation's history.</p> <p>I can show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.</p> <p>I can understand and use vocabulary such as: find out, explain, facts, reasons, events, actions.</p>	<p>As an historian: I can describe historical events.</p> <p>I can describe significant people from the past and talk about what they did.</p> <p>I can explain the causes of an historical event and what the consequences were.</p> <p>I can explain what impact that significant events from the past have had on the way we live today.</p> <p>I can talk about similarities and differences between two different time periods.</p> <p>I can explain how local people or events in history have changed things nationally or internationally.</p> <p>I can explain why someone in the past acted in the way they did.</p> <p>I can choose and use parts of stories or other sources to show that I understand events or people from the past. I can explain why Britain has a special history by naming some famous events and some famous people. I can talk about what type of evidence is reliable when finding out about the past.</p> <p>I can talk about a 'nation', an aspect of its history and the impact it has had on the nation.</p> <p>I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events.</p> <p>I can create my own accounts of historical people or events.</p> <p>I can understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods.</p>	
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History Progression at Intake Farm Primary and Nursery Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Chronological understanding	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age-The Stone Age The Roman Empire and its impact on Britain The achievements of the earliest civilisations-Ancient Egypt 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots – The Vikings Britain's settlement by Anglo-Saxons and Scots A non-European society that provides contrasts with British history – The Mayans 	<ul style="list-style-type: none"> A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – Leisure and Tourism over time Ancient Greece 	<ul style="list-style-type: none"> An historical study of an aspect or site dating from a period beyond 1066 that is significant in the locality – Monarchs A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – A significant turning point in British history – World War II A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – A significant turning point in British history – Crime and Punishment 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
	<p>As an historian: I am beginning to use dates and historical terms to describe events. I am beginning to use a timeline within a specific time in history to set out the order things may have happened. I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I am beginning to understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>I can understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade.</p>	<p>As an historian: I can use dates and historical terms to describe events. I can use a timeline within a specific time in history to set out the order things may have happened. I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>I can understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade.</p>	<p>As an historian: I can use dates and historical terms more accurately in describing events. I can place features of historical events and people from past societies and periods in a chronological framework. I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. I can describe the main changes in a period of history (using terms such as: social, religious and cultural). I can identify periods of rapid change in history and begin to contrast them with times of relatively little change. I am beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line.</p> <p>I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.</p> <p>I am beginning to make connections and contrasts between different time periods studied and talk about trends over time.</p> <p>I can understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade.</p>	<p>As an historian: I can use dates and historical terms accurately in describing events. I can place features of historical events and people from past societies and periods in a chronological framework. I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I can identify periods of rapid change in history and contrast them with times of relatively little change. I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.</p> <p>I can make connections and contrasts between different time periods studied and talk about trends over time.</p> <p>I can understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p>As an historian: I am beginning to use evidence to ask questions and find answers to questions about the past. I am beginning to suggest suitable sources of evidence for historical enquiry. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I am beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past. I am beginning to use research skills in finding out facts about the time period I am studying. I am beginning to compare and contrast different forms of evidence in my research. I am beginning to research what it was like for specific people e.g. children, during the time period I am studying.</p>	<p>As an historian: I can use evidence to ask questions and find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiry. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can recognise the part that archaeologists have had in helping us understand more about what happened in the past. I can use my research skills in finding out facts about the time period I am studying. Through my research, I can compare and contrast different forms of evidence. I can research what it was like for men, women and children in a given period from the past and use different forms to present my findings.</p>	<p>As an historian: I can devise historical questions about the period I am studying. I can seek out and analyse range of evidence in order to justify claims about the past. I can understand that no single source of evidence gives the full answer to questions about the past. I can test out a hypothesis in order to answer a question. I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. I can use some different sources of evidence to deduce information about the past. I can select suitable sources of evidence, sometimes giving reasons for choices. I can give a reason to support an historical argument. I can refine lines of enquiry as appropriate.</p>	<p>As an historian: I can devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying. I can seek out and analyse a wide range of evidence in order to justify claims about the past. I can use sources of information to form testable hypotheses about the past. I can understand that no single source of evidence gives the full answer to questions about the past. I can test out a hypothesis in order to answer a question. I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. I can use a wide range of sources of evidence to deduce information about the past. I can select suitable sources of evidence, giving reasons for choices. I can give more than one reason to support an historical argument. I can identify and explain my understanding of propaganda. I can refine lines of enquiry as appropriate.</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Interpretation</p>	<p>As an historian, I am beginning to give reasons why certain events happened as they did in history. I can begin to talk about why certain people acted as they did in history. I am beginning to explain how events from the past have helped shape our lives today. I can begin to appreciate why Britain would have been an important country to have invaded and conquered. I am beginning to describe changes that have happened in the locality of the school throughout history. I can give a broad overview of life in Britain under the Roman Empire. I can compare some of the times studied with those of other areas of interest around the world. I am beginning to compare some of the times studied with those of other areas of interest around the world. I am beginning to describe the social, cultural or religious diversity of past societies. I am beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. I am beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. I can talk about the causes and consequences of some of the main events and changes in history. I can use literacy, numeracy and computing skills to communicate information about the past.</p>	<p>As an historian, I can suggest why certain events happened as they did in history. I can suggest why certain people acted as they did in history. I can explain how events from the past have helped shape our lives today. I can begin to appreciate why Britain would have been an important country to have invaded and conquered. I can describe changes that have happened in the locality of the school throughout history. I can describe the social, ethnic, cultural or religious diversity of past societies. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. I can suggest causes and consequences of some of the main events and changes in history. I can use literacy, numeracy and computing skills to a good standard to communicate information about the past.</p>	<p>As an historian, I can answer historical questions, using information and evidence that I have carefully considered and selected. I can understand how our knowledge of the past is constructed from a range of sources. I can describe with some detail any historical events from the different period/s I am studying/have studied. I can make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. I can appreciate that significant events in history have helped shape the country we have today. I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. I can identify continuity and change in the history of the locality of the school. I can give a broad overview of life in Britain and some major events from the rest of the world. I can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. I can begin to appreciate that how we make decisions as a country has been through a Parliament for some time. I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can explain how some aspects of history/historical events have had an impact elsewhere in the world. I can use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. I can use original ways to present information and ideas.</p>	<p>As an historian, I can answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made. I can understand how our knowledge of the past is constructed from a range of sources. I can describe in detail any historical events from the different period/s I am studying/have studied. I can make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. I can begin to appreciate that how we make decisions as a country has been through a Parliament for some time. I can appreciate that significant events in history have helped shape the country we have today. I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. I can identify continuity and change in the history of the locality of the school. I can give a broad overview of life in Britain and some major events from the rest of the world. I can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can explain how some aspects of history/historical events have had an impact elsewhere in the world. I can use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. I can use original ways to present information and ideas.</p>
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