



HISTORY KNOWLEDGE & SKILLS PROGRESSION - CHRONOLOGICAL UNDERSTANDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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	<p>Pupils will be taught about...</p> <ul style="list-style-type: none"> -changes within living memory. -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. -compare aspects of life in different periods [Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter 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>Pupils will be taught about...</p> <ul style="list-style-type: none"> -changes in Britain from the Stone Age to the Iron Age -the Roman Empire and its impact on Britain -Britain's settlement by Anglo-Saxons and Scots -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor -a local history study -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China -Ancient Greece – a study of Greek life and achievements and their influence on the western world 				
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<p>I can show an awareness of the passing of time.</p> <p>I can sequence Photos etc. from different periods of my life, my parents and grandparents.</p> <p>I describe memories from my life.</p> <p>I can sequence 3 or 4 artefacts from distinctly different periods of time & identify similarities and differences.</p> <p>I can match objects to people of different ages.</p> <p>I use vocabulary & phrases such as old, new and a long time ago.</p> <p>I understand that some objects belong to the past.</p> <p>I can recognise the difference between past and present in my own life and others lives.</p> <p>I identify stories that are set in the past.</p> <p>I can recount episodes from stories about the past.</p> <p>I can identify objects from the past.</p> <p>I can identify the main differences between old and new objects</p> <p>I recognise we celebrate certain events and why.</p> <p>I can distinguish between fact and fiction.</p> <p>I can explain how my local area was different in the past.</p> <p>I can recount the main achievements of significant individuals in the past.</p> <p>I can explain how some famous people have helped our lives be better today.</p> <p>I can compare different accounts of the past. How reliable are memories?</p>	<p>I can sequence events and artefacts from different periods of time.</p> <p>I use vocabulary: before, after, past, present, then, now.</p> <p>I can sequence a set of events in chronological order and give reasons.</p> <p>I can recognise the cause and effect of things people did.</p> <p>I can identify differences between ways of life at different times.</p> <p>I can explain why Britain has a special history by naming some famous events & famous people</p> <p>I can distinguish between fact and fiction.</p> <p>I can compare 2 versions of a past event.</p> <p>I match objects to people of different ages.</p> <p>I can recount episodes from stories about the past.</p> <p>Recognise that we celebrate certain events and why.</p> <p>Recount interesting facts from an historical event.</p> <p>Recount the life of someone famous from Britain who lived in the past - what they did earlier and later in their life?</p>	<p>I can place a time studied on a timeline.</p> <p>I can sequence several events and artefacts.</p> <p>I can use dates and terms related to the area of study & passing of time.</p> <p>I use mathematical knowledge to work out how long-ago events would have happened.</p> <p>I investigate everyday lives of people in a period of time studied and compare them with my own.</p> <p>I can identify reasons for & results of people's actions.</p> <p>I understand why people may have wanted to do something.</p> <p>I can use evidence to reconstruct life in a time studied.</p> <p>I identify key features and events of a time studied.</p> <p>I can identify and give reasons for different ways in which the past is represented.</p> <p>I can distinguish between different sources, comparing different versions of the same version.</p> <p>I look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>I use textbooks and historical knowledge to express an opinion.</p>	<p>I can place events from a period studied on a timeline.</p> <p>I understand terms: AD, BC, decade, ancient, century.</p> <p>I can describe events from the past using dates of when things happened and appropriate historical language.</p> <p>I can use mathematical knowledge to work out how long-ago events would have happened.</p> <p>I can round up differences in centuries and decades.</p> <p>I can use evidence to reconstruct life in the time that is being studied.</p> <p>I identify cause and consequences of people's actions.</p> <p>I can identify key features & events in a time studied.</p> <p>I am developing chronological secure knowledge & understanding of British, local & world history.</p> <p>I can explain some events of a period in history.</p> <p>I can identify and give reasons for different ways in which the past is represented.</p> <p>I can distinguish between different sources, comparing different versions of the same story.</p> <p>I look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>I use textbooks and historical knowledge to express an opinion</p>	<p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I can use relevant terms and period labels in written work.</p> <p>I make comparisons between different times in the past.</p> <p>I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>I can study different aspects of life of different people eg difference between men & women.</p> <p>I examine causes and results of great events and the impact on people.</p> <p>I can compare life in early and later times studied.</p> <p>I can compare an aspect of life with the same aspect in another period.</p> <p>I can compare accounts of events from different sources – fact or fiction</p> <p>I offer some reasons for different versions of events.</p>	<p>I can sequence up to 10 events on a timeline.</p> <p>I understand that a timeline can be divided into periods.</p> <p>I can use relevant dates and terms.</p> <p>I use abstract terms such as empire, civilisation, parliament and peasantry.</p> <p>I can place current study onto a timeline in relation to other studies I have undertaken.</p> <p>I can investigate beliefs, behaviour & characteristics of people, recognising that not everyone shares the same view.</p> <p>I can compare beliefs and behaviour with another time studied.</p> <p>I can write an explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.</p> <p>I can identify key dates, characters and events of time studied.</p> <p>I have a chronological secure knowledge and understanding of British, local and world history.</p> <p>I can link sources and work out how conclusions were arrived at.</p> <p>I consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>I demonstrate an awareness that different evidence will lead to different conclusions.</p> <p>I can give reasons why there are different accounts of history.</p> <p>I can explain that events or ideas are represented in a way that persuades.</p>
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“The more you know about the past, the better prepared you are for the future.”
~ Theodore Roosevelt

