



History Progression of Knowledge and Skills



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everyday life	<p>I am beginning to make sense of my own life-story and family's history.</p> <p>I can talk about past and present events in my own life and in the lives of people who are important to me.</p>	<p>I know about past and present events in my own life and in the lives of people who are important to me.</p> <p>I can talk about past and present events in my own life and in the lives of people who are important to me.</p>	<p>I know about aspects of everyday life within or beyond my own living memory.</p> <p>I can describe an aspect of everyday life within or beyond my own living memory.</p>	<p>I know about the everyday lives of people in a period within or beyond my own living memory.</p> <p>I can describe the everyday lives of people in a period within or beyond my own living memory.</p>	<p>I know about the everyday lives of people from past historical periods.</p> <p>I can describe the everyday lives of people from past historical periods.</p>	<p>I know the impact that culture and beliefs have had on everyday life in different periods of history.</p> <p>I can describe the impact of culture and beliefs on everyday life in different periods of history.</p>	<p>I know how everyday life changed or continued during different periods of history.</p> <p>I can explain how everyday life changed or continued during different periods of history.</p>	<p>I know and understand the human impact that events such as war, oppression, conflict and rebellion have had on the everyday life of a past or ancient society.</p> <p>I can evaluate the human impact of events such as war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p>
Changes over time		<p>I know the way that people lived in the past is not the same as the way that we live now.</p> <p>I can explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p>	<p>I know changes within and beyond living memory have happened over the last 100 years.</p> <p>I can describe changes within or beyond living memory.</p>	<p>I know life has changed over time due to changes in technology, society, use of materials, and new ideas about how things should be done.</p> <p>I can describe how an aspect of life has changed over time.</p>	<p>I know aspects of history that can change over time include jobs, health, art and culture and everyday life.</p> <p>I can answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p>	<p>I know changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs and the availability of resources.</p> <p>I can summarise how an aspect of British or world history has changed over time.</p>	<p>I know changes over time can happen rapidly or slowly and that continuity is the concept that some historical aspects stay the same over time.</p> <p>I know continuity is impacted by rule, government, everyday life and significant events (War)</p> <p>I can pose historically valid questions about continuity and change and justify responses.</p>	<p>I know the causes of significant events can be long-term. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>I can explore and discuss similarities between aspects of present day and history, using reliable artefacts, resources and document to pose historically valid questions about continuity and change and justify responses.</p>

British History – Significant Events		I know stories, or narratives, can tell us about important things that happened in the past. <i>I can listen to and talk about stories describing significant events from the past.</i>	I know significant historical events include those that cause great change for large numbers of people. <i>I can describe a significant historical event in British history.</i>	I know important individual achievements include great discoveries and actions that have helped many people. <i>I can describe and explain the importance of a significant individual's achievements on British history.</i>	I know significant events in the past have caused great change over time including invasion and settlement. They have influenced how people live today. <i>I can describe how a significant event or person in British history changed or influenced how people live today.</i>	I know individual events linked to themes, such as invasion, settlement and rule all show changes in British life over time. <i>I can describe a series of significant events, linked by a common theme, that show changes over time in Britain.</i>	I know key aspects of British history include the rise, fall and actions of the monarchy; war; the lives of the rich and poor and changes in everyday life. <i>I can create an in-depth study of an aspect of British history beyond 1066. (Tudors/WWII)</i>	I know significant leaders and events, can affect societies on a global scale including invasion of a country and transfer of power. <i>I can articulate the significance of a historical leader and events in British history demonstrating global awareness.</i>
Chronology		I know events can be put in chronological order, using pictures and discussion. <i>I can put familiar events in chronological order, using pictures and discussion.</i>	I know sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. <i>I can order information on a timeline.</i>	I know a timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. <i>I can sequence significant information in chronological order.</i>	I know dates and events can be sequenced on a timeline using AD ( <i>Roman Empire</i> ) or BC ( <i>Stone Age</i> ). <i>I can sequence dates and information from several historical periods on a timeline.</i>	I know key changes and events of historical periods can be placed on a timeline that represents a specific period of time. <i>I can sequence significant dates about events within a historical time period on historical timelines.</i>	I know different world history civilisations existed before, after and alongside others. <i>I can sequence and make connections between periods of world history on a timeline.</i>	I know timelines demonstrate the chronology and links between key civilisations, events in world history. <i>I can articulate and present a clear, chronological world history narrative within and across historical periods studied.</i>
Compare and Contrast		I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <i>I can describe some similarities and differences between things in the past and the present.</i>	I know identifying similarities and differences helps us to make comparisons between life now and in the past. <i>I can identify similarities and differences between ways of life within or beyond living memory.</i>	I know a historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. <i>I can describe what it was like to live in a different period.</i>	I know different periods of history can be compared to recognise similarities and differences. <i>I can explain the similarities and differences between two periods of history.</i>	I know characteristics of different civilisations can be similar or contrasting. <i>I can explain the similarities and differences between periods of history including civilisations.</i>	I know aspects of history can be compared and contrasted in different ways including rulers and monarchs, everyday life and invasion. <i>I can compare and contrast different aspects of history across different periods.</i>	I know many historical threads such as such as the invasion of a country by a leader and an army, lifestyle and belief can be compared and contrasted. <i>I can compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</i>

<p style="text-align: center;"><b>Artefacts and Sources</b></p>		<p>I know objects from the past can look different to objects from the present.  I can make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p>	<p>I know historical artefacts are objects that were made and used in the past and sources include artefacts, written accounts, photographs and paintings.  I can use a range of historical artefacts and sources to find out about the past.</p>	<p>I know artefacts are objects and things made by people rather than natural objects. They provide evidence about the past.  I can examine an artefact or source and suggest what it is, where it is from, when and why it was made and who owned it.</p>	<p>I know diaries, letters, photographs and physical artefacts are historical source materials and some are more reliable than others.  I can discuss the reliability of a historical source or artefact.</p>	<p>I know historical artefacts can reveal much about the object's use or owner. I know bias is the act of supporting or opposing a person or thing in an unfair way.  I can make deductions and draw conclusions about the reliability and bias of a historical source or artefact.</p>	<p>I know using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.  I can use a range of historical sources or artefacts to build a picture of a historical event or person and find evidence from different sources, identify bias and form balanced arguments.</p>	<p>I know questions can be used to evaluate the usefulness of a historical source and know different types of bias include political, cultural or racial.  I can ask perceptive questions to evaluate an artefact or historical source, identify different types of bias and explain the impact of that bias.</p>
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