

History Progression of Skills – Long-term Outcomes

	Chronological Understanding	Range & depth of historical context	Interpretations of history	Historical enquiry	Specific Content
N	<p>I can describe the differences between me as a baby and as I am now.</p> <p>I can sequence pictures of a baby, child and adult, with support.</p>	<p>I understand concept of 'old' and 'new' in different contexts</p>	<p>I understand that not all children enjoy the same things; I can apply this to people today and people in the past.</p>	<p>I am being introduced to sources, depicting the past e.g. nursery rhymes.</p> <p>I am introduced to the terms 'same' and 'different'.</p> <p>I listen to adults modelling asking questions to find out more information.</p>	<p>-Remembers and talks about significant events in their own experience.</p> <p>-Recognises and describes special times or events for family or friends.</p> <p>-Shows interest in different occupations and ways of life.</p> <p>-Developing an understanding of growth, decay and changes over time</p>
R	<p>I can sequence pictures of a baby, child and adult.</p> <p>I can sequence timelines of growth and change.</p>	<p>I understand basic language surround time e.g. 'yesterday', 'next week'.</p>	<p>I understand that events can be represented and remembered in different ways, and I can talk about these different versions e.g. first day of school.</p>	<p>I understand the terms 'similar' and 'different' and can use these when looking at historical sources.</p> <p>I am introduced to the concept of 'old' and 'new'.</p> <p>I can ask basic information retrieval questions and listen to adults model</p>	<p>-Looks closely at similarities, differences, patterns and change.</p> <p>-Talk about how environments and living things may vary and change</p>

			I am beginning to empathise with how other people (from the past) may have been feeling.	deeper questions to find out more information.	-Enjoys joining in with family customs and routines. -Children talk about past and present events in their own lives and in the lives of family members. They know that children don't always enjoy the same things and are sensitive to this, they know about similarities and differences between themselves and others and among families, communities and traditions.
1	I can use terms 'then' and 'now' correctly and am comfortable with the term the past. I understand the concept of timelines with years given.	I can talk about how aspects of life differ from the past and use some historical vocabulary.	I use historical sources to being to question about a different way of life. I can understand why a person from the past may be feeling and sometimes use what I have learnt to explain my reasoning.	I can talk about similarities and differences between two or more historical sources relating to the same historical context. I can distinguish between old and new. I develop vocabulary related to type of 'source' and evidence. I use questioning- why, what, who, how, where and am guided to ask any further questions. I can use a timeline of events to inform my knowledge and understanding.	-The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.

<p>2</p>	<p>I use specific time periods (like, ‘300 hundred years ago’) but may not understand what that period fully means.</p> <p>I am introduced to timelines for specific topics and themes.</p> <p>I can sequence events learnt onto a basic timeline.</p>	<p>I am beginning to understand why some sources may be seen as more reliable.</p> <p>I understand that there are different types of source.</p>	<p>I can understand the actions and feelings of people in the past may not be what I would do in that situation.</p> <p>I can talk about the reasons why a person from the past acted as they did.</p>	<p>I am beginning to gather information from a few simple sources to answer questions about the past.</p> <p>I know that there are a range of historical sources that can tell us about the past.</p> <p>I know that the library, the Internet and even first-hand accounts can help inform me about the past.</p> <p>I think of my own questions to find out more information.</p>	<p>-Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p> <p>-Significant historical events, people and places in their own locality.</p>
<p>3</p>	<p>I can sequence several events or artefacts.</p> <p>I use dates and terms related to the topic and the passing of time.</p> <p>I use dates and terms related to the topic and the passing of time.</p> <p>I am introduced to the terms: BC, AD</p>	<p>I am being introduced to what a Primary and Secondary source are.</p> <p>I find out about everyday lives of people in times studied and compare to our lives today.</p> <p>I identify key features and events. This helps inform me what could be considered ‘typical’ of the period.</p> <p>I listen to adults model making links between other periods and</p>	<p>I can talk about why a person from the past acted in the way they did, offering my opinion to what I would do.</p> <p>I can find out about everyday lives of people in times studied and compare to our lives today. Identify reasons for and results of people's actions</p> <p>I understand why someone may have wanted to do something.</p> <p>I identify key features and events.</p>	<p>I use a range of sources to find out about a period, topic or theme.</p> <p>I am beginning to self-select and record information relevant to the study.</p> <p>I am beginning to use the library and Internet for research.</p> <p>I ask a variety of questions to further their own understanding.</p>	<p>-Changes in Britain from the Stone Age to the Iron Age.</p> <p>- 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</p>

		themes I have learnt about.			
4	<p>I understand the importance of timelines when asked to compare and contrast people, events and eras.</p>	<p>I use evidence to reconstruct life in time studied.</p> <p>I identify key features and events.</p> <p>Look for links and effects in time studied.</p> <p>Offer reasonable explanation for some events.</p>	<p>I can understand why people in the past act in the way they do and can see how other factors have influenced their decision making. I can offer my opinion on what I might do in that situation.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Look at evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>I use the library, Internet for research.</p> <p>I use evidence to build up a picture of a past event.</p> <p>I am beginning to choose relevant material to present a picture of one aspect of life in past times.</p> <p>I ask a variety of questions when offered an explanation.</p>	<p>-The Roman Empire and its impact on Britain.</p> <p>-Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
5	<p>I use relevant terms and period labels.</p> <p>I place the current study, theme or topic on a time line in relation to other studies.</p> <p>I can sequence about ten events on a time line.</p>	<p>I compare life in early and late times studied.</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.</p>	<p>With guidance I create nuanced opinions, reasoning why people in the past acted how they did.</p> <p>Offer some reasons for different versions of events.</p> <p>I link sources and work out how conclusions are arrived at. I'm aware that different evidence will lead to different conclusions</p>	<p>I'm starting to use primary and secondary sources. Select relevant information. Use a range of sources to find out about aspects of past times.</p> <p>I bring together knowledge gathered from several sources in a fluent manner.</p> <p>I question proficiently.</p>	<p>-Britain's settlement by Anglo-Saxons and Scots.</p> <p>-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>

		I know key dates, characters and events of time studied.			
6	<p>I know and sequence key events of time studied.</p> <p>I relate current studies to previous study</p> <p>I make comparisons between different times in the past.</p> <p>I use relevant date and terms.</p> <p>I sequence events on a timeline.</p>	<p>I study different aspects of lives of different people- differences between men and women.</p> <p>I examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period.</p> <p>I find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings.</p>	<p>I create nuanced opinions, reasoning why people in the past acted how they did.</p> <p>I compare events from different sources.</p> <p>I consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</p> <p>I confidently research topics, independently.</p>	<p>I use evidence to build up a picture of life in time studied.</p> <p>I recognise primary and secondary sources and use a range of sources to find out about aspects of past times.</p> <p>I direct my own investigations.</p>	<p>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>-A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>