

Key Stage 1 History Progression: Being a Historian

Year 1

Year 2

Pupils should be taught:

Develop an awareness of the past, using common words and phrases relating to the passing of time.

I understand the difference between things that happened in the past and the present.
I know about things that happened to me in the past.
I understand how to put a few events or objects in order of when they happened.
I use timelines to order objects or events.

I understand and use the words past and present when telling others about an event.
I can recount changes in my own life over time.
I draw my own timeline to order objects, people or events.
I can give examples of things that were different when my grandparents were children.

Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

I can recognise that some objects belonged to the past.
I have found out some facts about people and events from the past.
I can explain how some people have helped others to have better lives.

I use information I have found out about the past to describe the differences between then and now.
I look at evidence to give and explain reasons why people in the past may have acted in the way they did.
I can recount the main events from a significant event in history.
I can recount the life of someone famous from Britain who lived in the past.

Use a wide vocabulary of everyday historical terms

I can use phrases like: old, new and a long time ago, now, yesterday, last week, when I was younger, before I was born.
I can read the present date, using the day, month and year.

I can use phrases can use words and phrases like: before, after, past, present, then, now, recently, when my parents were children, decades, and centuries.
I can read dates from the past and order them.

Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

I can ask questions based on historical objects, people and events that I am learning about.
I have looked at books and listened to stories to help me find out about the past.
I write sentences and draw pictures to share my understanding of the past.

I can ask and answers questions based on historical objects, people and events that I am learning about.
I can answer questions about the past using information from books, pictures, artefacts and the internet.
I can find out things about the past by talking to an older person.
I record my understanding through labelled diagrams, paintings and writing to tell others about objects, people and events from the past.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

I can spot old and new things in a picture.
I can explain what an object from the past might have been used for.

I can research the life of a famous person from the past using different sources of evidence.
I understand the difference between primary and secondary sources.

Key Stage 2 History Progression: Being a Historian

Year 3	Year 4	Year 5	Year 6
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.			
<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order things may have happened.</p> <p>I understand that a timeline can be divided into BC and AD.</p>	<p>I can plot dates on a time line using centuries.</p> <p>I can name the date of any significant event from the period studied and place it, approximately, in the right place on a time line.</p> <p>I use words and phrases such as century, decade, before Christ, after, before and during to describe the passing of time.</p>	<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I understand that timelines can be divided into key historical periods.</p> <p>I use words and phrases such as: era, period, century, decade, before Christ, AD, after, before and during to describe the passing of time.</p>	<p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>I can summaries the main events from a period of history, explaining the order of events and what happened.</p> <p>I use a timeline to demonstrate changes in culture, technology, religion and society.</p> <p>I describe main changes in history using the words: cultural, religious, political, technological and social.</p>
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.			
<p>I have used information to describe the past.</p> <p>I can use the information I have found to describe differences between the past and now.</p>	<p>I use evidence to describe key features of the period studied.</p> <p>I can describe how some things from the past affect life today.</p> <p>I can explain some times when Britain has been invaded.</p>	<p>I can compare two historical periods, explaining things which changed and things which stayed the same.</p> <p>I describe differences and similarities between people, events and artefacts from the period studied.</p> <p>I can suggest how the things I have studied affect life today.</p>	<p>I can explain how the period studied has influenced the world.</p> <p>I can describe how Britain may have learnt from other countries and civilisations, both historically and more recently.</p> <p>I can make links between features of past societies and life today.</p> <p>I give my own reasons why changes have occurred and support this with evidence.</p>
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.			
<p>I can use research skills to find answers to specific questions.</p> <p>With help, I can ask questions about the period studied.</p>	<p>I can describe similarities and differences between people, events and object from the period studied.</p> <p>I can research what it was like for children in the period studied.</p> <p>I ask questions about the period studied.</p> <p>I suggest sources of evidence to help me answer questions.</p>	<p>I can test out a hypothesis in order to answer questions.</p> <p>I construct questions about the period studied based on things I have found out.</p> <p>With help, I choose reliable sources of evidence to research what it was like for groups of people from the period studied (children, rich, poor, famous etc.)</p>	<p>I choose reliable sources of evidence to help me answers questions.</p> <p>I can ask historical questions about the period studied.</p> <p>I can explain why that there is not often a single answer to historical questions.</p>
Construct informed responses that involve thoughtful selection and organisation of relevant historical information.			
<p>I can describe objects, people and events from the period studied.</p> <p>I can write about the past, make labelled diagrams and talk accurately about the past.</p>	<p>I can present my finding in different ways to an audience (written work, verbally, diagrams, maths, art skills and ICT)</p> <p>I use evidence to help me produce my work.</p>	<p>I can explain how our locality has changed over time.</p> <p>I can give reasons why there may be different accounts of history.</p>	<p>I can identify and explain differences, similarities and changes between different periods of history.</p> <p>I choose the most appropriate way to present my information for a targeted audience.</p>
Understand how our knowledge of the past is constructed from a range of sources.			
<p>I use a range of different sources to research the past (books, pictures, artefacts, visits, stories and ICT)</p>	<p>I can explain how different historic items and artefacts can be used to build up a picture of life in the past.</p> <p>I can research two versions of an event and explain how they differ.</p>	<p>I can explain the difference between primary and secondary sources of evidence.</p> <p>I know that some evidence source are more reliable than others and can say why.</p>	<p>I can describe keys events from the period studied using a range of different evidence sources.</p> <p>I know which evidence source to select to match my enquiry.</p> <p>I evaluate evidence sources for reliability and accuracy.</p>