

History Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	- I can use words and phrases like: old, new and a long time ago. - I can recognise that a story that is read to them may have happened a long time ago. - I can say why some objects belonged to the past. - I can put up to three objects in chronological order (recent history).	- I can use phrases like before, after, past, present, then and now in my historical learning. - I can use a range of appropriate words and phrases to describe the past. - I can sequence events in chronological order and give reasons for their order.	- I can describe events and periods using the words: BC, AD and decade. - I can describe events from the past using dates when things happened. - I can describe events and periods using the words: ancient and century. - I can use a timeline within a specific time in history to set out the order things may have happened.	- I can plot recent history on a timeline using centuries. - I can place periods of history on a timeline showing periods of time. - I can use mathematical skills to round up time differences into centuries and decades.	- I can use dates and historical language in my work. - I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. - I can use mathematical skills to work out exact time scales and differences as need be.	- I can say where a period of history fits on a timeline. - I can place a specific event on a timeline by decade. - I can place features of historical events and people from past societies and periods in a chronological framework.
Historical knowledge and	- I can appreciate that some famous people have helped our lives be better today. - I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.	- I can recount the life of someone famous from Britain who lived in the past. - I can recount some interesting facts from a historical event. - I can explain why Britain has a special history by naming	- I can suggest why certain people acted as they did in history. - I can suggest why certain events happened as they did in history. - I can appreciate that the early Brits would not have communicated as	- I can explain how events from the past have helped shape our lives. - I can appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering	- I can describe historical events from the different periods I have studied. - I can appreciate that significant events in history have helped shape	- I can summarise how Britain has had a major influence on world history. - I can summarise the main events from a specific period explaining the order in which key events happened.

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	• I can begin to identify the main differences between old and new objects. • I can identify objects from the past, such as vinyl records.	famous events and people. • I can explain what is meant by parliament. • I can give examples of things that are different in my life from that of my grandparents when they were younger.	we do or have eaten as we do. • I can begin to picture what life would have been like for the early settlers. • I can recognise that Britain has been invaded by several different groups over time. • I can realise that invaders in the past would have fought fiercely, using hand to hand combat.	or religious differences. • I know that people who lived in the past cooked and travelled differently and used different weapons from ours. • I can recognise that the lives of wealthy people were very different from those of poor people? • I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.	the country we have today. • I can make comparison between historical periods; explaining things that have changed and things which have stayed the same. • I can explain the role that Britain had in spreading Christian values across the world. • I can appreciate that how we make decisions through a Parliament has been going on for some time. • I have a good understanding of how crime and punishment has changed over the years.	• I can describe features of historical events and people from past societies and periods they have studied. • I can recognise and describe the differences, similarities, changes and continuity between different periods of History.
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Historical enquiry	- I can ask and answer questions about old and new objects. - I can spot old and new things in a picture. - I can answer a question using an artefact or photograph. - I can give an explanation about what an object from the past may have been used for.	- I can find out something about the past by talking to an older person. - I can answer questions using sources such as books. - I can research the life of a famous Britain from the past using different resources. - I can research about a famous event that has happened in Britain and why it has been happening for some time.	- I can recognise that archaeologists have helped use to understand more about the past. - I can use various sources of evidence to answer questions. - I can research a specific event in a period of History. - I can research to identify similarities and differences in time periods.	- I can research 2 versions of an event and say how they differ. - I can research what it was like for a child in a given period of time. - I can give more than one reason to support a historical argument. - I can communicate orally and in writing the knowledge and understanding I have developed during a specific topic.	- I can test out a hypothesis in order to answer a question - I appreciate how artefacts have helped us understand more about British lives in the present and past.	- I can look at 2 different versions and say how the author may be trying to persuade or give a specific viewpoint. - I can identify and explain my understanding of propaganda. - I can describe a key event from Britain's past using a range of evidence from different sources.
Key Concept	Significance/significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation	Significance/significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation	Significance/significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation	Significance/significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation	Significance/significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation	Significance/significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation
Key Vocabulary	Parents, Grandparents, Great grandparents transport, materials, leisure aeroplane flight commemorate coronation explorer inventor Reginald Mitchell, Neil	Great Fire of London, festivals anniversaries remembrance Parliament reign monarch Days of the week, time vocabulary (early, mid-morning, evening, etc),	Britain temporary/ permanent Palaeolithic hunter-gatherers Mesolithic, Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age	Civilizations, irrigation, mummification pyramid Local vocab	Raids resistance Danegeld Alfred the Great Althelstan Edward the Confessor Baghdad Islam Prophet Muhammad Muslim mosque caliphs Golden Age Astrolabes	western world Democracy Philosophy Olympic Games Athens Parthenon/ Acropolis long arc of time Legacy turning point

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	Armstrong, Wright brothers, Kidsgrove, Hanley museum, Stoke-On-Trent, World War 2	Pudding Lane, Samuel Pepys, Tower of London, St Paul's Cathedral Then, now, London, narrow, dirty, firefighters, wood, brick, stone, wider, straighter, cleaner Tudor house, wood, leather bucket, food, family, wealth, Samuel Pepys, etc Guy Fawkes, gunpowder, plotted, Houses of Parliament, arrested, executed, treason, King James 1, 5th November, Protestant, Catholic Guy Fawkes, gunpowder, plotted, Houses of Parliament, arrested, executed, treason, King James 1, 5th November, Protestant, Catholic	hill forts tribal kingdoms Julius Caesar Claudius invasion Conquest resistance Boudica Viaduct /aqueduct Gladiator Coliseum/ Amphitheatre Hadrian's wall Interpretation Architecture religion worship sacrifice beliefs temples senate inventions peace power conquer Laws Justice Medicine leisure baths theatre myths legends education prosperity wealth Dark ages, settlement Christian conversion Lindisfarne Sutton Hoo		Deduction Inference Organising information Chronology Comparison Observation Discussion Research Reflection Interpretation Questioning - historically valid, perceptive questions Investigate Forming conclusions Making links. historical perspective Judgement. Contrasting arguments and interpretations Invasions expansion kingdoms settlements village life peasantry hierarchy laws and justice withdrawal Contexts cultural economic military political religious social history; short- and long-term timescales. civilization gender period/ era Achievements Influence Scholars Dynasties Symbolic renowned Conquer Navigation Civilisation Comparison Calendar Astronomy observatory wisdom community	
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