



St Mary's Catholic Primary School and Nursery

Progression of History Knowledge Skills and Concepts

	Nursery	Reception	Year 1	Year 2	End of Key Stage 1
Chronological Understanding	<p>Can I retell a simple past event in correct order (e.g. went downslide, hurt finger). (Speaking)</p> <p>Can I remember and talk about significant events in my own experience? (P&C)</p>	<p>Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG)</p>	<p>Can I put up to three objects in chronological order (recent history) on a time line?</p> <p>Can I label timelines with pictures, words or phrases?</p> <p>Can I tell others about changes that have happened in my own life since I was born?</p> <p>Can I talk about how things have changed since my parents or grandparents were children?</p> <p>Use dates to talk about people or events from the past? (when appropriate)</p>	<p>Can I place events or artefacts in order on a timeline?</p> <p>Can I label timelines with pictures, words or phrases and give reasons for their order?</p> <p>Can I make connections between long and short term time scales?</p> <p>Use dates to talk about people or events from the past? (when appropriate)</p> <p>Can I connect my new learning of historical people or events to others that I have learnt about before?</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should 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.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical interpretation</p>	<p>Am I developing an understanding of growth, decay and changes over time? (The Natural World)</p> <p>Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? (The Natural World)</p>	<p>Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The Natural World ELG) e.g. dinosaurs</p> <p>Can I look closely at similarities, differences, patterns and change? (The Natural World) e.g. seasons</p>	<p>Can I answer questions using a range of artefacts/ photographs/pictures provided?</p> <p>Can I talk about the different ways that the past is represented?</p> <p>Can I recount some interesting facts from an historical event?</p> <p>Can I talk about some important people from the past?</p> <p>Can I talk about how their actions changed the way we do things today?</p> <p>Can I recognise that there are reasons why people in the past acted as they did?</p> <p>Can I tell you how I found out about people or events in the past?</p>	<p>Can I describe historical events?</p> <p>Can I describe significant people from the past and talk about what they did?</p> <p>Can I explain the causes of an historical event and what the consequences were?</p> <p>Can I explain what impact that significant events from the past have had on the way we live today?</p> <p>Can I talk about similarities and differences between two different time periods?</p> <p>Can I explain how local people or events in history have changed things nationally or internationally?</p> <p>Can I explain why someone in the past acted in the way they did?</p>	<p>they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> •changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. •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. Some should



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			<p>Can I find out more about a famous person from the past and carry out some research on him or her?</p> <p>Can I find out something about the past by talking to an older person?</p> <p>Can I recognise that some forms of evidence are more reliable than others when finding out about the past?</p> <p>Can I show an understanding of the word 'nation' and the concept of a nation's history?</p> <p>Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?</p> <p>Can I understand and use vocabulary such as: find</p>	<p>Can I choose and use parts of stories or other sources to show that I understand events or people from the past?</p> <p>Can I explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can I talk about what type of evidence is reliable when finding out about the past?</p> <p>Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation?</p> <p>Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events?</p>	<p>be used to compare aspects of life in different periods. [for example, 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]</p> <ul style="list-style-type: none"> •significant historical events, people and places in their own locality.
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			out, explain, facts, reasons, events, actions?	Can I create my own accounts of historical people or events?	
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Historical enquiry	Can I question why things happen? (CAL) Am I beginning to understand why and how questions? (CAL)	Can I answer how and why questions about experiences and in response to stories or events? (CAL – ELG)	Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: -What was it like for people? -What happened? -How long ago? Can I answer questions by using different sources, such as an information book or pictures?	Can I understand and talk about how people find out about the past? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: -What was it like for people? -What happened? -How long ago? Can I answer questions by using a specific source, such as an information book? Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past using different resources to help me?	



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Key vocabulary	<p>Yesterday Last week At the weekend This morning Last night I can see I saw Same Different Change What happened? Why Because How</p>	<p>Yesterday Last week At the weekend This morning Last night I can see I saw Same Different Change What happened? Why Because How Find out I wonder what / if / when / why</p>	<p>In order A long time ago Recently When my parents / carers / grandparents were children In the times Questions Find out Evidence Collect History Information Research Sources Artefacts / Objects Historians Investigate</p>	<p>In order / A long time ago Recently When my parents / carers, grandparents were children Years, decades and centuries, in my lifetime In my parents / carers lifetime Modern / Old-fashioned Long term / Short term Timeline / Time scale In the ... period In ... times / Find out Explain / Reasons Events / Causes Consequences / Impact Affected / Actions Time periods / Questions Wonder / Find out Evidence / Collect Points of view / Opinion Historical / Information Research / Recources Sources of information Artefacts / Objects Historians / Investigate</p>	<p>Use historical vocabulary taught so far with increasing accuracy in the correct context.</p>
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	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2
Chronological Understanding	<p>Am I beginning to use dates and historical terms to describe events?</p> <p>Am I beginning to use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</p> <p>Can I place events, artefacts and historical figures on a timeline using dates?</p> <p>Am I beginning to understand the concept of change over time,</p>	<p>Can I use dates and historical terms to describe events?</p> <p>Can I use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</p> <p>Can I place events, artefacts and historical figures on a timeline using dates?</p> <p>Can I understand the concept of change over time, representing this, along with evidence, on a time line?</p>	<p>Can I use dates and historical terms more accurately in describing events?</p> <p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?</p> <p>Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)?</p> <p>Can I identify periods of rapid change in history and begin to contrast them</p>	<p>Can I use dates and historical terms accurately in describing events?</p> <p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?</p> <p>Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)?</p> <p>Can I identify periods of rapid change in history and contrast them with times of relatively little change?</p> <p>Can I understand the</p>	<p>Pupils should 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> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>



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	<p>representing this, along with evidence, on a time line?</p>		<p>with times of relatively little change?</p> <p>Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line?</p> <p>Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?</p> <p>Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?</p>	<p>concepts of continuity and change over time, representing them, along with evidence, on a time line?</p> <p>Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?</p> <p>Can I make connections and contrasts between different time periods studied and talk about trends over time?</p>	<p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Roman Empire and its impact on Britain.</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>
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Historical interpretation	<p>Am I beginning to give reasons why certain events happened as they did in history?</p> <p>Can begin to talk about why certain people acted as they did in history?</p> <p>Am I beginning to explain how events from the past have helped shape our lives today?</p> <p>Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Am I beginning to describe changes that have happened in the locality of the school throughout history?</p>	<p>Can I suggest why certain events happened as they did in history?</p> <p>Can I suggest why certain people acted as they did in history?</p> <p>Can I explain how events from the past have helped shape our lives today?</p> <p>Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Can I describe changes that have happened in the locality of the school throughout history?</p> <p>Can I give a broad overview of life in Britain under the Roman Empire?</p> <p>Can I compare some of the times studied with those of</p>	<p>Can I answer historical questions, using information and evidence that I have carefully considered and selected?</p> <p>Can I understand how our knowledge of the past is constructed from a range of sources?</p> <p>Can I describe with some detail any historical events from different period/s I am studying/have studied?</p> <p>Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?</p>	<p>Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made?</p> <p>Can I understand how our knowledge of the past is constructed from a range of sources?</p> <p>Can I describe in detail any historical events from the different period/s I am studying / have studied?</p> <p>Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?</p>	<p>A local history study.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</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> <p>Ancient Greece – a study of Greek life and achievements and their influence on western world.</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;</p>
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<p>Can I give a broad overview of what life was like in Ancient Greece?</p> <p>Am I beginning to compare some of the times studied with those of other areas of interest around the world?</p> <p>Am I beginning to describe the social, cultural or religious diversity of past societies?</p> <p>Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?</p> <p>Am I beginning to describe different accounts of an</p>	<p>other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past societies?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?</p> <p>Can I suggest causes and consequences of some of the main events and changes in history?</p> <p>Can I use literacy, numeracy and computing skills to a good standard to</p>	<p>Can I appreciate that significant events in history have helped shape the country we have today?</p> <p>Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?</p> <p>Can I identify continuity and change in the history of the locality of the school?</p> <p>Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of the times studied with those of the other</p>	<p>Can I appreciate that significant events in history have helped shape the country we have today?</p> <p>Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?</p> <p>Can I identify continuity and change in the history of the locality of the school?</p> <p>Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of the times studied with those of the other</p>	<p>Can I appreciate that significant events in history have helped shape the country we have today?</p> <p>Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?</p> <p>Can I identify continuity and change in the history of the locality of the school?</p> <p>Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past society?</p>	<p>Mayan civilization c. AD 900; Benin (West Africa) c. AD 900 – 1300.</p>
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	<p>historical event, explaining some of the reasons why the accounts may differ?</p> <p>Can I talk about the causes and consequences of some of the main events and changes in history?</p> <p>Can I use literacy, numeracy and computing skills to communicate information about the past?</p>	<p>communicate information about the past?</p>	<p>areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past society?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?</p> <p>Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?</p>	<p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?</p> <p>Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?</p> <p>Can I use original ways to present information and ideas?</p>	
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			Can I use original ways to present information and ideas?		
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Historical enquiry	Am I beginning to use evidence to ask questions and find answers to questions about the past?	Can I use evidence to ask questions and find answers to questions about the past?	Can I devise historical questions about the period I am studying?	Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying?	
	Am I beginning to suggest suitable sources of evidence for historical enquiry?	Can I suggest suitable sources of evidence for historical enquiry?	Can I seek out and analyse range of evidence in order to justify claims about the past?	Can I seek out and analyse a wide range of evidence in order to justify claims about the past?	
	Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?	Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?	Can I understand that no single source of evidence gives the full answer to questions about the past?	Can I use sources of information to form testable hypotheses about the past?	
	Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past?	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?	Can I test out a hypothesis in order to answer a question?	Can I understand that no single source of evidence gives the full answer to questions about the past?	
	Am I beginning to use research skills in finding out facts about	Can I use my research skills in finding out facts about the time period I am studying?	Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?	Can I test out a hypothesis in order to answer a question?	
	Through my research, can I compare and contrast different forms of evidence?	Can I use some different sources of evidence to deduce information about the past?	Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?		



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	<p>the time period I am studying?</p> <p>Am I beginning to compare and contrast different forms of evidence in my research?</p> <p>Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?</p>	<p>Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?</p>	<p>Can I select suitable sources of evidence, sometimes giving reasons for choices?</p> <p>Can I give a reason to support an historical argument?</p> <p>Can I identify propaganda and begin to show my understanding of it?</p> <p>Can I refine lines of enquiry as appropriate?</p>	<p>Can I use a wide range of sources of evidence to deduce information about the past?</p> <p>Can I select suitable sources of evidence, giving reasons for choices?</p> <p>Can I give more than one reason to support an historical argument?</p> <p>Can I identify and explain my understanding of propaganda?</p> <p>Can I refine lines of enquiry as appropriate?</p>	
Key vocabulary	<p>Dates BC / AD Time period Change Ancient Century Decade</p>	<p>Dates Time period Era Change Chronology Ancient Century Decade</p>	<p>Dates Time period Era Chronology Continuity Change Century Decade</p>	<p>Dates Time period Era Chronology Continuity Change Century Decade Legacy</p>	