



Progression in History

What I Need to Know and Do

	Developing Historical Knowledge		Disciplinary Concepts				Historical Enquiry	Vocabulary and Communication
	<i>Constructing the past</i>	<i>Sequencing the past / Chronology</i>	<i>Continuity and Change Similarity and Difference</i>	<i>Cause and Consequence</i>	<i>Significance and Interpretation</i>	<i>Using Sources as Evidence</i>		
EYFS	<p>I can respond to objects from my past.</p> <p>I can recognise obvious differences between the past and the present in their own lives.</p> <p>I can name some places I have visited.</p> <p>I can identify a simple difference in a photo of a person taken when they were young and older.</p> <p>I can name a place I enjoy visiting and give a simple reason.</p>	<p>I can relate present activities and past experiences.</p> <p>I can show an awareness of past activities in which I was involved.</p> <p>I can demonstrate some understanding of temporal language.</p> <p>I can relate a current event to my prior experience.</p> <p>I can give the day an appropriate name that may not be correct.</p> <p>I can communicate what I saw earlier in the day/yesterday.</p> <p>I can explain what happens at different times of the day.</p> <p>I can respond appropriately to time based terminology.</p>	<p>I can notice obvious changes.</p> <p>I can look at and respond to pictures of themselves at different ages.</p> <p>I can recognise my family in a photograph/video clip.</p> <p>I can identify a simple difference in a photo of a person taken when they were young and older.</p> <p>I can sequence personal events over a longer period.</p> <p>I can sequence three pictures of daily events.</p> <p>I can comment on obvious changes in my own life.</p> <p>I can identify a difference in my life and that of another person in history.</p> <p>I can identify a similarity in my life and that of another person in history.</p> <p>I can identify some differences in clothing, e.g., costumes in different eras.</p>	<p>I can show some basic awareness of cause and effect.</p> <p>I am beginning to have an awareness of the purpose of some indoor and outdoor spaces.</p> <p>I have an awareness that somethings always happen.</p> <p>I can observe and respond to a change over time.</p> <p>I can comment on obvious changes in my own life.</p> <p>I can talk simple about how one day can be different from another.</p> <p>I can give a simple reason why something happened.</p> <p>I can suggest what might change or be affected after an event in history.</p>	<p>I can recognise pictures of people in the distant past (family)</p> <p>I can respond to personal experiences/stories of their own past.</p> <p>I can follow simple short stories about events and people in the past.</p> <p>I can answer recall questions related to a simple story about events or people in the past.</p> <p>I can suggest a reason why someone in a historical story acted that way.</p> <p>I can retell some details of historical story.</p> <p>I can retell some details about a person in history.</p>	<p>I am beginning to ask a simple, 'what', 'who', 'why' and 'where' question.</p> <p>I can identify a difference between old and new objects.</p> <p>I can demonstrate an awareness of the purpose of some artefacts.</p> <p>I can pair similar artefacts from different times, e.g., kitchen ware or weapons,</p> <p>Discusses information that can be found in photographs or drawings.</p> <p>I know how to find information from a secondary source.</p>	<p>I am beginning to ask a simple, 'what', 'who', 'why' and 'where' question.</p> <p>I can identify a difference between old and new objects.</p> <p>I can demonstrate an awareness of the purpose of some artefacts.</p> <p>I can pair similar artefacts from different times, e.g., kitchen ware or weapons,</p> <p>Discusses information that can be found in photographs or drawings.</p> <p>I know how to find information from a secondary source.</p>	<p>I can demonstrate some understanding of temporal language – now and later</p> <p>I can make statements in the past tense.</p> <p>I can answer 'who?', 'what?' or 'Where?' questions.</p> <p>I can communicate what I saw earlier in the day/yesterday.</p> <p>I can communicate using temporal language e.g. I play later.</p> <p>I can discuss key times of the day in simple terms.</p> <p>I can express ideas in longer phrases using he past tense correctly.</p> <p>I can suggest a causal connection using appropriate conjunction when</p>

			I can describe simply how an object has changed over time.					discussing a familiar topic.
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<p>End of KS1</p>	<p>I know that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – George Stephenson and the development of trains, Beatrix Potter, Floella Benjamin.</p> <p>I know that there are some themes that link history together – locality, transport, migration, technology holidays/leisure etc.</p> <p>I understand that the past is remembered or ‘constructed’ in different ways across the world.</p> <p>I can identify that the past can be commemorated each year at specific times.</p>	<p>I can use common words and phrases relating to the passing of time.</p> <p>I know that places, events and people from the past have occurred across a great period of time than just myself.</p> <p>I can identify that events and changes have happened in order – housing, holidays over time.</p> <p>I know that there are different periods of time in history – Georgians, Victorians, 20th Century.</p> <p>I can compare people from different periods of time – George Stephenson and Orville brothers.</p> <p>I know that periods of time can impact on individuals and events – technology/transport available.</p> <p>I can demonstrate a basic understanding of why certain events happened at certain times with some reasoning – ‘George Stephenson developed the locomotive as it took a long time to move coal by horse and cart’, ‘People can</p>	<p>I know that changes have happened in history that can impact on today - Beatrix Potter’s impact on literature, development of the railways/planes on holidays.</p> <p>I know changes throughout history have had important consequences – The development of planes led to space exploration.; changes in seaside holidays.</p> <p>I know there are reasons for continuities and changes and stating some of these – people still visit the coast for holidays yet they now go further afield.</p> <p>I know that continuity or change can be a good thing or a bad thing – ‘travelling by plane is bad for the environment/has allowed us to move around easily’.</p> <p>I know why some things have stayed the same throughout history – people living in towns/cities, people wanting to go on holiday</p>	<p>I know certain events and individuals have had major consequences in history – Potter’s stories have entertained children for generations.</p> <p>I know that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries</p> <p>I know that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ – Benjamin and Potter’s achievements on literature/representation of woman/black women.</p> <p>I know how events from history are so significant that they are remembered each year – Christmas.</p> <p>I can identify specific causes and effects from different periods and beginning to establish links between them. e.g ‘The development of the plane led the development of the rocket to go into space’.</p>	<p>I know why certain people/events/places are significant in history – achievements, impact etc e.g. Durham Cathedral, St. Cuthbert.</p> <p>I know that certain individuals and events have had an impact locally, nationally and internationally e.g. Stephenson’s railway. I know what makes someone or something significant.</p> <p>I can begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p> <p>I know why certain people/events are significant in the wider context of history – Orville brother’s impact on global travel/space exploration.</p> <p>I can make reasoned interpretations about individuals and events by using a small selection of focused sources.</p>	<p>I can analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson’s suitcase.</p> <p>I am beginning to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p> <p>I understand the difference between primary and secondary sources.</p> <p>I can make reasoned interpretations about individuals and events by using a small selection of focused sources.</p>	<p>I can carry out a guided enquiry using knowledge from topic.</p> <p>I can make semi-independent decisions and use evidence provided to justify.</p>	<p>I can use simple phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘Long ago’ ‘before I was born’ ‘changes to now’.</p> <p>I can use simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’</p> <p>I can use phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’.</p> <p>I can use words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’ ‘inventor’ ‘pioneer’.</p>
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		easily travel abroad to go on holiday now because transport is much better'.						
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<p>End of Lower KS2</p>	<p>I am building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements • housing, • society, • beliefs <p>I am building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>I am building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations.</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>I can identify the impact of the Ancient Greeks' on the western world and their chronological place in</p>	<p>I can place Stone, Bronze and Iron Ages into wider chronological contexts.</p> <p>I have a developing an understanding of concurrence of civilisations around the world during these times.</p> <p>I can place previously learnt periods into context and identifying their impact – development of railways linked to Victorian seaside holidays; holidays linked to local economy and growth of settlements.</p> <p>I can place Ancient Romans and Roman Britain into the wider context of historical chronology.</p> <p>I can place early civilisations into chronological context.</p> <p>I have a developing understanding of concurrent civilisations around the world and their impact on later civilisations.</p> <p>I can place the Ancient Greeks into the wider context of historical chronology</p>	<p>I can identify the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>I can identify the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>I can identify the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs??? <p>I can identify the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs. 	<p>I can identify the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>I can identify what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life.</p> <p>I can identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today.</p> <p>I can identify the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p> <p>I can identify the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p>	<p>I can identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>I can identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence.</p> <p>I can identify the significance Egyptian/Greek/Roman achievements and their impact on today.</p> <p>I understand why others might choose alternative achievements.</p> <p>I can use primary sources to understand that that is one viewpoint and cannot be verified – Boudicca.</p> <p>I can identify why Boudicca?? is such a significant individual for both British and Roman British history.</p> <p>I can identify why interpretation of these sources is critical to our understanding of the past</p>	<p>I can identify primary and secondary sources – artefacts, books, internet etc.</p> <p>I can identify why sources are limited for the Stone, Bronze and Iron ages.</p> <p>I can question the validity of sources and contradictions – Boudicca and Cartimandua.</p> <p>I can identify why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence.</p>	<p>I can carry out small independent enquiry using pre-selected primary and secondary sources</p> <p>I can begin to make independent decisions and use evidence to justify.</p> <p>I can carry out independent enquiry using a range of primary and secondary sources</p> <p>I can make independent decisions and using evidence to justify.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p> <p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>
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the context of world history.

I can draw comparisons to KS1 topics.

<p>End of KS2</p>	<p>I have a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>I can compare Viking Britain with the Early Islamic Civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation.</p> <p>I am building an understanding of post-1066 Britain through a study of migration.</p>	<p>I can place: - Stone, Bronze and Iron Ages into wider contexts - early civilisations into context – in-depth Egyptians - Ancient Greeks into the wider context of historical chronology - Ancient Romans and Roman Britain into wider context - Anglo-Saxon and Viking Britain into the wider context of historical chronology - Early Islamic Civilisation into chronological context and in direct comparison with Anglo-Saxons. - Georgian Britain into chronological context.</p> <p>I have a deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>I can identify continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>I can compare similarities and differences between Early Islamic Civilisation and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs. <p>I can identify similarities and differences between experiences in the past – Walter Tull.</p> <p>I can identify the continuity and change of migration in Britain over time.</p> <p>I can identify the continuity and changes to the local area through mining:</p> <ul style="list-style-type: none"> • population • jobs • experiences 	<p>I can identify the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>I can identify that one event can have multiple effects – invasions of Britain by AS and V.</p> <p>I can identify causes and effects of migration, mining industry etc on Britain today.</p>	<p>I can using primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints.</p> <p>I can identify why interpretations can change in light of new evidence – e.g change in meaning of the word ‘barbarian’</p> <p>I can interpret the achievements of the EIC compared to the Vikings and make a judgement on their significance – which achievements were more impressive?</p>	<p>I can use sources to interpret viewpoints, including bias.</p> <p>I can identify why viewpoints differ and why bias might skew these viewpoints.</p> <p>I can identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings.</p> <p>I can conduct an enquiry about coal mining using sources as evidence in a debate</p> <p>I can identify the effectiveness of sources as evidence.</p> <p>I can use sources of evidence as the basis for an opinion</p> <p>I can begin to make references to evidence as justification.</p>	<p>I can independently identify impacts e.g. migration on Britain/mining in Durham/race on experiences.</p> <p>I can use critical thinking, reasoning, research and debate.</p> <p>I can independently select sources, arguments and evidence to justify opinion.</p> <p>I can use historical vocabulary and terms to articulate opinions and engage in reasoned debate.</p> <p>I can carry out an independent enquiry.</p> <p>I can independently select sources to provide evidence.</p> <p>I can make independent decisions using a range of evidence to justify.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘continuing on from...’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘farmer-warrior’ ‘democracy’ ‘Christianity’ ‘myth’ ‘legend’ ‘global’ ‘invader’ ‘interpretation’ ‘viewpoint’ ‘bias’</p> <p>Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘the narrative of history’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘significance’ ‘discovery’ ‘invention’ ‘prosperity’ ‘causation’ ‘diversity’ ‘progression’</p>
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