
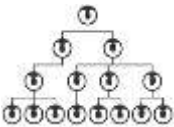








Skills Progression in Primary History Content






Chronological Understanding


<p>EYFS</p> 	<ul style="list-style-type: none"> I can retell a simple past event in correct order. (e.g. went downslide, hurt finger) I can remember and talk about significant events in my own experience. <p>Vocabulary: I can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.</p>
<p>KS1</p> 	<ul style="list-style-type: none"> I can talk about past and present events in my own life and in the lives of family members. I can talk about how things have changed since my parents or grandparents were children. I can put up to three objects in chronological order (recent history) on a time line. I can label timelines with pictures, words or phrases and give reasons for their order. I can tell others about changes that have happened in my own life since I was born. I can use dates to talk about people or events from the past. I can make connections between long and short term time scales. I can connect my new learning of historical people or events to others that I have learnt about before. <p>Vocabulary: I can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night. 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.</p>
<p>LKS2</p> 	<ul style="list-style-type: none"> I can use dates and historical terms to describe events. I can use a timeline within a specific time in history to set out the order things may have happened. I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. I can place events, artefacts and historical figures on a timeline using dates. I can understand the concept of change over time, representing this, along with evidence, on a time line. <p>Vocabulary: I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade, era, chronology.</p>
<p>UKS2</p> 	<ul style="list-style-type: none"> I can use dates and historical terms accurately in describing events. I can place features of historical events and people from past societies and periods in a chronological framework. I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I can identify periods of rapid change in history and contrast them with times of relatively little change. I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line. I can make connections and contrasts between different time periods studied and talk about trends over time. <p>Vocabulary: I can understand and use vocabulary such as: dates, time period, era, chronology, continuity, change century, decade and legacy.</p>

Historical Enquiry

<p>EYFS</p> 	<ul style="list-style-type: none"> • I can question why things happen. • I can understand why and how questions. <p>Vocabulary: I can understand and use vocabulary such as: how, why, because, find out, I wonder.</p>
<p>KS1</p> 	<ul style="list-style-type: none"> • I can show some understanding of how people find out about the past. • I can show some understanding of how evidence is collected and used to make historical facts. • I can ask questions such as: What was it like for people? What happened? How long ago? • I can answer questions by using different sources, such as an information book or pictures. • I can research the life of someone who used to live in my area using the Internet and other sources to find out about them. • I can research the life of a famous Briton from the past using different resources to help me. <p>Vocabulary: I can understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate,</p>
<p>LKS2</p> 	<ul style="list-style-type: none"> • I can use evidence to ask questions and find answers to questions about the past. • I can suggest suitable sources of evidence for historical enquiry. • I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • I can recognise the part that archaeologists have had in helping us understand more about what happened in the past. • I can use my research skills in finding out facts about the time period I am studying. • Through my research, I can compare and contrast different forms of evidence. • I can 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>Vocabulary: I can understand and use vocabulary such as: evidence, enquiry, archaeologist, research, compare, contract, findings.</p>
<p>UKS2</p> 	<ul style="list-style-type: none"> • I can devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying. • I can seek out and analyse a wide range of evidence in order to justify claims about the past. • I can use sources of information to form testable hypotheses about the past. • I can understand that no single source of evidence gives the full answer to questions about the past. • I can test out a hypothesis in order to answer a question. • I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. • I can use a wide range of sources of evidence to deduce information about the past. • I can select suitable sources of evidence, giving reasons for choices. • I can identify primary and secondary sources. • I can give more than one reason to support an historical argument. • I can identify and explain my understanding of propaganda. • I can refine lines of enquiry as appropriate. <p>Vocabulary: I can understand and use vocabulary such as: change, cause, similarities, differences, evidence, justify, hypotheses, artefact, source, propaganda, lines of enquiry.</p>

Knowledge and Interpretation

<p>EYFS</p> 	<ul style="list-style-type: none"> • I can make observations of animals and plants and explain why some things occur, and talk about changes. • I can look closely at similarities, differences, patterns and change. <p>Vocabulary: I can understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain.</p>
<p>KS1</p> 	<ul style="list-style-type: none"> • I can answer questions using a range of artefacts/photographs/pictures provided. • I can talk about the different ways that the past is represented. • I can recount some interesting facts from an historical event and explain the causes of the event. • I can describe significant people from the past and talk about what they did. • I can recognise that there are reasons why people in the past acted as they did. • I can tell you how I found out about people or events in the past. • I can find out more about a famous person from the past and carry out some research on him or her. • I can find out something about the past by talking to an older person. • I can recognise that some forms of evidence are more reliable than others when finding out about the past. • I can show an understanding of the word 'nation' and the concept of a nation's history. • I can show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events. • I can talk about similarities and differences between two different time periods. • I can explain how local people or events in history have changed things nationally or internationally. • I can choose and use parts of stories or other sources to show that I understand events or people from the past. • I can explain why Britain has a special history by naming some famous events and some famous people. • I can talk about what type of evidence is reliable when finding out about the past. • I can create my own accounts of historical people or events. <p>Vocabulary: I can understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods.</p>
<p>LKS2</p> 	<ul style="list-style-type: none"> • I can suggest why certain events happened as they did in history. • I can suggest why certain people acted as they did in history. • I can explain how events from the past have helped shape our lives today. • I can begin to appreciate why Britain would have been an important country to have invaded and conquered. • I can describe changes that have happened in the locality of the school throughout history. • I can give a broad overview of life in Britain under the Roman Empire. • I can compare some of the times studied with those of other areas of interest around the world. • I can describe the social, ethnic, cultural or religious diversity of past societies. • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • I can suggest causes and consequences of some of the main events and changes in history.

	<ul style="list-style-type: none"> • I can use literacy, numeracy and computing skills to a good standard to communicate information about the past. <p>Vocabulary: I can understand and use vocabulary such as: event, history, invade, conquer, compare, social, ethnic, cultural, religious, diversity, account, cause and consequence.</p>
<p>UKS2</p> 	<ul style="list-style-type: none"> • I can answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made. • I can understand how our knowledge of the past is constructed from a range of sources. • I can describe in detail any historical events from the different period/s I am studying/have studied. • I can make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. • I can begin to appreciate that how we make decisions as a country has been through a Parliament for some time. • I can appreciate that significant events in history have helped shape the country we have today. • I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • I can identify continuity and change in the history of the locality of the school. • I can give a broad overview of life in Britain and some major events from the rest of the world. • I can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. • I can describe the social, ethnic, cultural or religious diversity of past society. • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can explain how some aspects of history/historical events have had an impact elsewhere in the world. • I can use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. • I can use original ways to present information and ideas. <p>Vocabulary: I can understand and use vocabulary such as: evidence, sources, primary source, secondary source, significant event, comparison, contract, propaganda, compare, contrast.</p>