

History progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>Talk about past and present events in my own life and in the lives of family members?</p> <p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p> <p>Answer how and why questions about experiences and in response to stories or events? Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Look closely at similarities, differences, patterns and change</p> <p>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</p>	<p>Find answers to some simple questions about the past from simple sources of information</p> <p>Describe some simple similarities and differences between artefacts</p> <p>Sort artefacts from 'then' and 'now'</p> <p>Ask / answer relevant basic questions about the past</p> <p>Talk, draw or write about aspects of the past Identify some similarities and differences between ways of life in different periods</p> <p>Use common words and phrases relating to the passing of time</p> <p>Relate his/her own account of an event and understand that others may give a different version</p>	<p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how he/she has found out about the past</p> <p>Record what he/she has learned by drawing and writing</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time</p>	<p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Describe memories of key events In his/her life using historical vocabulary</p> <p>Use historic terms related to the period of study</p> <p>Use dates to order and place events on a timeline</p> <p>Make comparisons between aspects of periods of history and the present day</p>	<p>Place some historical periods in a chronological framework</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Understand that sources can contradict each other</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>	<p>Compare sources of information available for the study of different times in the past</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p> <p>Present findings and communicate knowledge and understanding in different ways</p> <p>Provide an account of a historical event based on more than one source</p> <p>Give some reasons for some important historical events</p> <p>Use evidence from the time periods covered to place events on a timeline</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>None connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Use evidence to support arguments</p>

LANGTREE PRIMARY SCHOOL HISTORY PROGRESSION

	KS1	KS2
<b>Knowledge</b>	<p>Place known events and objects in chronological order</p> <p>Sequence events and recount changes within living memory</p> <p>Understand key features of events</p> <p>Describe changes within living memory and aspects of change in national life</p> <p>Describe events beyond living memory that are significant nationally or globally</p> <p>Describe significant historical events, people and places in his/her own locality</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p>	<p>Describe changes in Britain from the Stone Age to the Iron Age</p> <p>Describe 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>Describe the Roman Empire and its impact on Britain</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Describe a local history study: (Victorian Industrial Revolution &amp; The Black Country)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 (Tudors)</p> <p>Describe a non European society that provides contrasts with British history: (Mayan civilization c. AD 900)</p>