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Treasure Each Individual

History Progression of Knowledge and Skill

Year 1

- Changes in living memory linking to aspects of change in national life
- Lives of significant individuals – Neil Armstrong/Christopher Columbus
- Lives of significant individuals – Kings and Queens

Chronological understanding

As an Historian:

Can I place known events in the order of when they happened...*e.g.*
My Life timeline... 'recent' dated events to order post war

Can I put up to three objects in chronological order (recent history) on a time line?

Can I label timelines with pictures, words or phrases?

Can I tell others about changes that have happened in my own life since I was born?

Can I talk about how things have changed since my parents or grandparents were children?

Can I use dates to talk about people or events from the past? (when appropriate)

Can I sequence events and recount changes within living memory
...comparing parents/grandparents childhoods to now

I can use common words and phrases relating to the passing of time...*past, present, future...yesterday, today, tomorrow...long ago, years, decade, century* in order, recently, when my parents/carers, grandparents were children, in the times?

Historical Enquiry

As a historian:

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



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<p>make historical facts?</p> <p>Can I ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Can I find answers to some simple questions about the past from simple sources of information...<i>pictures, artefacts, video clips, text</i></p> <p>Can I describe some simple similarities and differences between man made objects <i>e.g. toys/homes/houses then and now?</i></p> <p>Can I sort historical objects from 'then' and 'now'?</p> <p>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p>				
<p>Historical Knowledge and Interpretations</p>				
<p>As a historian:</p> <p>Can I answer questions using a range of artefacts/ photographs/pictures provided? 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 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? Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?</p> <p>Can I relate my own account of an event and understand that others</p>				



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may give a different version...e.g. discuss what they think about a film or tv programme?				
Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?				
Organisation and Communication				
I can talk, draw or write about aspects of the past				
Understanding of events, people and changes				
I can understand key features of events				
I can identify some similarities and differences between ways of life in different periods...then and now				



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Year 2

- Events beyond living memory significant nationally or globally – The Great Fire of London
- Lives of significant individuals – Florence Nightingale, Mary Seacole
- Significant historical events, people and places in their locality

Chronological understanding

As a historian:

Can I place events or artefacts in order on a timeline?

Can I label timelines with pictures, words or phrases and give reasons for their order?

Can I make connections between long and short term time scales?

Use dates to talk about people or events from the past? (when appropriate)

Can I connect my new learning of historical people or events to others that I have learnt about before?

Can I describe changes within living memory and aspects of change in national life...?

Can I show an awareness of the past, using common words and phrases relating to the passing of time...***past, present, future...year ago, decade, century, era, 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?***

Historical Enquiry

Can I understand and talk about how people find out about ways in which we find out about the past and identify different ways in which it is represented...*diagram of what we can use to find answers...from the time...letters, diaries, drawings, newspapers...from now...websites, books, tv, film, video clips, experts, other people?*

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



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<p>happened? How long ago?</p> <p>Can I answer questions by using a specific source, such as an information book?</p> <p>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?</p> <p>Can I research the life of a famous Briton from the past using different resources to help me?</p> <p>Can I ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events...<i>5w questions...write descriptions</i> What was it like for people?</p> <p>What happened? How long ago?</p>		
<p>Historical Knowledge and Interpretations</p>		
<p>As an historian:</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>Can I choose and use parts of stories or other sources to show that I understand events or people from the past? 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? Can I create my own accounts of historical people or</p>		



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<p>events?</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 describe significant historical events, people and places locally?</p> <p>Can I relate my own account of an event and understand that others may give a different version...<i>e.g. discuss how sources differ...begin to think why this might be?</i></p> <p>Can I describe events beyond living memory that are significant nationally or globally...<i>Gunpowder Plot, Great Fire?</i></p> <p>Can I 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>Organisation and Communication</p>		
<p>Can I record what I have learned by drawing and writing...<i>beginning to develop from sentences into paragraphs?</i></p>		
<p>Understanding of events, people and changes</p>		
<p>Can I discuss the lives of significant people in the past who have contributed to national and international achievements and can compare aspects of life in different periods (similarities and differences)?</p>		



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Year 3

- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons/Vikings

Chronological understanding

As an historian:

Am I beginning to use dates and historical terms to describe events?

Am I beginning to use a timeline within a specific time in history to set out the order things may have happened?

Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?

Can I place events, artefacts and historical figures on a timeline using dates?

Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line?

Can I make some comparisons of change and continuity between eras e.g. Stone Age to now?

Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?

Historical Enquiry

As an historian:

Am I beginning to use evidence to ask questions and find answers to questions about the past?

Am I beginning to suggest suitable sources of evidence for historical enquiry?

Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?

Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Am I beginning to use research skills in finding out facts about the time period I am studying?



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<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><i>Historical Knowledge and Interpretations</i></p>				
<p>As an historian:</p> <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 give a broad overview of what life was like during the Roman Empire/Saxons/Vikings?</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 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>Can I identify differences in how the past has been reported e.g. gaps in evidence lead to different opinions?</p> <p>Can I give my own view of an event and back it up with evidence...Can I</p>				



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see that others may come to a different view because they have used different evidence to me?				
Can I make simple inferences from sources e.g. Can I tell if a view is positive or negative?				
<i>Organisation and Communication</i>				
Can I use a wide vocabulary of appropriate historical terms (see vocab list)				
Can I write developed answers...paragraphs and series of paragraphs				
<i>Understanding of events, people and changes</i>				
I know about different experiences of the past e.g. rich / poor				
Can I describe Saxons?				
Can I describe Vikings?				



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Year 4

- Ancient Greece
- The achievements of the earliest civilisations-Ancient Egypt

Chronological understanding

As an historian:

Can I use dates and historical terms to describe events?

Can I use a timeline within a specific time in history to set out the order things may have happened?

Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?

Can I place events, artefacts and historical figures on a timeline using dates?

Can I understand the concept of change over time, representing this, along with evidence, on a time line?

Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?

Historical Enquiry

As an historian:

Can I use evidence to ask questions and find answers to questions about the past?

Can I suggest suitable sources of evidence for historical enquiry?

Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?

Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Can I use my research skills in finding out facts about the time period I am studying?

Through my research, can I compare and contrast different forms of evidence?

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?

Can I use a variety of resources to find out about aspects of life in the past?... *diagram of what we can use to find answers...from the*



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time....letters, diaries, drawings, newspapers...from now...websites, books, tv, film, video clips, experts, museums, **archaeology/archaeologists**

Can I use sources of information in ways that go beyond simple observations to answer questions about the past? ... *beginning to infer and back up ideas...this suggests...because...I can infer that....because...*

Can I make inferences about what some sources are telling me?...*This source suggests that...I can infer that...*

Historical Knowledge and Interpretations

As an historian:

Can I suggest why certain events happened as they did in history?

Can I suggest why certain people acted as they did in history?

Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?

Can I describe changes that have happened in the locality of the school throughout history?

Can I give a broad overview of life in Ancient Egypt/Greece?

Can I compare some of the times studied with those of other areas of interest around the world?

Can I describe the social, ethnic, cultural or religious diversity of past societies?

Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?

Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history?

Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?

Can I make inferences from pictures and written sources?

Can I understand that sources can contradict each other?... *opinions about Ancient Greece/Rome ...why views are negative...different experiences*

When I give my own view of an event I back it up with evidence...I know that others may come to a different view because they have used different evidence to me



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Organisation and Communication

Can I explain what I have learned in an organised and structured way, using appropriate terminology?...*extended and independent writing that uses paragraphs....can begin to explain ideas and make and support conclusions*

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Understanding of events, people and changes

Can I write about different experiences of the past e.g. rich / poor?

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Can I describe Ancient Greece?

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Can I describe Ancient Egypt?

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Year 5

- An historical study of an aspect or site dating from a period beyond 1066 that is significant in the locality – The Victorians

Chronological understanding

As an historian:

Can I use dates and historical terms more accurately in describing events?

Can I place features of historical events and people from past societies and periods in a chronological framework?

Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?

Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)?

Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change?

Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line?

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?

Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?

Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?



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Historical Enquiry

Can I devise historical questions about the period I am studying?
 Can I seek out and analyse range of evidence in order to justify claims about the past?
 Can I understand that no single source of evidence gives the full answer to questions about the past?
 Can I test out a hypothesis in order to answer a question?
 Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?
 Can I use some different sources of evidence to deduce information about the past?
 Can I select suitable sources of evidence, sometimes giving reasons for choices?
 Can I give a reason to support an historical argument?
 Can I identify propaganda and begin to show my understanding of it?
 Can I refine lines of enquiry as appropriate?

Can I compare sources of information available for the study of different times in the past? (*e.g. printing press for Tudors but not for Egyptians...photographs for Victorians but not before*) ... *diagram of what we can use to find answers...from the time...letters, diaries, drawings,newspapers...from now...websites, books, tv, film, video clips, experts, museums, archaeology/archaeologists*

Historical Knowledge and Interpretations

As an historian:
 Can I answer historical questions, using information and evidence that I have carefully considered and selected?
 Can I understand how our knowledge of the past is constructed from a range of sources?
 Can I describe with some detail any historical events from the different period/s I am studying/have studied?

Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?
 Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?

Can I appreciate that significant events in history have helped shape the country we have today?
 Can I show an awareness of the concept of propaganda and how historians must



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<p>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>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> <p>Can I understand that the type of information available depends on the period of time studied?</p>			
<p>Organisation and Communication</p>			
<p>Can I use a range of relevant history vocabulary in my writing?</p> <p>Can I provide an account of an historical event based on more than one source?...<i>ideally in writing of developed paragraphs citing sources of information e.g. as x says...y tells us that...</i></p> <p>Can I present findings and communicate knowledge and understanding in different ways?...<i>independent, extended writing...moving from description to explanation...writing balanced arguments, explanation of causes</i></p>			
<p>Understanding of events, people and changes</p>			
<p>Can I give some reasons for some important historical events? e.g. <i>the break with Rome...why Victorians used child labour</i></p> <p>Can I describe turning points such as the Tudors and Victorian times?...<i>seeing different experiences and views within these eras e.g. views of workers and mill owners in Victorian Britain...of rich and poor/ men and women in Tudor times</i></p>			



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Year 6

- A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – Crime and Punishment from the Anglo-Saxons to the present
- A non-European society that provides contrasts with British history – The Mayans

Chronological understanding

As an historian:

Can I use dates and historical terms accurately in describing events?

Can I place features of historical events and people from past societies and periods in a chronological framework?

Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?

Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)?

Can I identify periods of rapid change in history and contrast them with times of relatively little change?

Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line?

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?

Can I make connections and contrasts between different time periods studied and talk about trends over time?

Can I place some key eras/**events in date order...on timelines from Stone Age to present day ...understanding varied duration and extent of impact**

Can I talk about some aspects of local, British and/or world history?

Can I use some **historical vocabulary correctly** e.g. Chronology/chronological... anachronism... *evidence, clues, artefacts, opinion, impact, legacy... language of explanation (because, so)important/significant...using evidence (this suggests, may be, perhaps, could be), dates, time period, era, chronology, continuity, change, century, decade, legacy?*

Historical Enquiry



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As an historian:

Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying?

Can I seek out and analyse a wide range of evidence in order to justify claims about the past?

Can I use sources of information to form testable hypotheses about the past?

Can I understand that no single source of evidence gives the full answer to questions about the past?

Can I test out a hypothesis in order to answer a question?

Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Can I use a wide range of sources of evidence to deduce information about the past?

Can I select suitable sources of evidence, giving reasons for choices?

Can I give more than one reason to support an historical argument?

Can I identify and explain my understanding of propaganda?

Can I refine lines of enquiry as appropriate?

I know that there are a **variety of sources** to use to find out about the past ...
*diagram of what we can use to find answers...from the time....letters, diaries, drawings, newspapers...from now...websites, books, tv, film, video clips, experts, museums, **beginning to work out which the best sources of information are for what answers***

Can I think of and **ask some sensible questions** about what happened in the past..*starting with the big 5w for initial research?*

Historical Knowledge and Interpretations

As an historian:

Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made?

Can I understand how our knowledge of the past is constructed from a range of sources?

Can I describe in detail any historical events from the different period/s I am studying/have studied?

Can I make comparisons and contrasts between historical periods; explaining things



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that have changed and things which have stayed the same?			
Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?			
Can I appreciate that significant events in history have helped shape the country we have today?			
Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?			
Can I identify continuity and change in the history of the locality of the school?			
Can I give a broad overview of life in Britain and some major events from the rest of the world?			
Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?			
Can I describe the social, ethnic, cultural or religious diversity of past society?			
Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?			
Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?			
Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?			
Can I use original ways to present information and ideas?			
Organisation and Communication			
I can explain e.g. <i>why Mayan civilisation ended...</i>			
I can examine evidence to decide how reliable it might be			
I can weigh up both sides of an issue... <i>Were they ...? Did they...?</i>			
I can explain a range of different viewpoints...often based upon different experiences or gaps in evidence			
I can make substantiated conclusions (ones that I can back up)			
I can put conclusions into the context of the time (explain how people might think differently in the past)			
Understanding events, people and changes			
I can describe in detail events/eras and experiences in the past (<i>by writing in 'essay' style using introductions, paragraphs and conclusionsAlso be exploring different experiences of these eras...e.g. changing attitudes to race and gender</i>)			
I can compare different eras ...considering the extent of change/continuity			
I can compare different eras and explain some of what is similar and different about them... <i>x did this because....whereas y did....because...</i>			



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End of Key Stage 1 Expectations	End of Key Stage 2 Expectations
<p>Pupils should be taught about: 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 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] significant historical events, people and places in their own locality</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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>



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