








Key Learning Progression - History

 EYFS	 Year 1	 Year 2	 Year 3	 Year 4	 Year 5	 Year 6
Chronology						
<p>I can talk about some things that have happened in the past.</p>	<p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can recognise that some objects belong to the past.</p>	<p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can order 3 or more events or artefacts.</p>	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can use my mathematical knowledge to work out how long ago events happened.</p>	<p>I can plot events on a timeline using the terms century, decade, BC and AD.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p>	<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can understand how periods of time can overlap/ occur concurrently.</p>	<p>I can place features of historical events and people from the past.</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p>
Interpretation, Enquiry and Using Sources						
<p>I can talk about pictures or objects linked to my own life.</p> <p>I can understand the past through stories.</p>	<p>I can ask and answer simple questions about old and new objects.</p> <p>I can explain what an object from the past might have been used for.</p> <p>I can spot old and new things in a picture.</p>	<p>I can give examples of similarities and differences between past and present.</p> <p>I can answer questions using books and the internet.</p> <p>I can research the life of a famous person or event from the past using a range of previously studied evidence (eg. books or pictures).</p>	<p>I can use research skills to find answers to specific historical questions (who, what, where, when, why).</p> <p>I can research in order to find similarities and differences between two or more periods of history.</p>	<p>I can explain how historic items and artefacts can be used to build a picture of life in the past.</p> <p>I can research two versions of an event and explain how they differ.</p>	<p>I can test out a hypothesis in order to answer questions.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can scrutinise the reliability of a source.</p>	<p>I can describe the features of historical events and a way of life from periods I have studied, presenting to an audience, using all of the source types previously studied.</p>
Historical Terms						
<p>now next old new then</p>	<p>yesterday today tomorrow same different change before after year – <i>understanding that historical events happened X amount years ago</i> history</p>	<p>important event timeline earlier later similarities differences past present future year - <i>identifying a specific year when something happened eg. 1066</i> recent <i>since - relating to the passing of time eg. 'This has been happening since...'</i></p>	<p>artefacts source evidence BC AD decade century millennium – a period of 1000 years period of time chronological order ancient modern</p>	<p>reliability compare contrast interpret era since primary source secondary source living memory</p>	<p>impact legacy influence consequence accuracy viewpoint hypothesis duration heritage</p>	<p>perspective advancement significance passage of time</p>

Events, People and Changes						
I can talk about change.	I can explain how I have changed since I was born. I can explain how some people have helped us to have better lives.	I can recount the life of a famous British person or I can retell an event from British history (beyond living memory). I can explain what they did earlier and what they did later or I can explain what happened earlier and what happened later.	I can explain the legacy of the Roman Empire's invasion of Britain. I can discuss the change in Britain during the course of the Stone Age and Iron Age.	I can explain how the lives of wealthy people were different from the lives of poorer people. I can explain how the Ancient Egyptians shaped civilisation as it is seen today. I can understand the change seen during and the legacy from the Viking invasions of Britain.	I can compare two or more historical periods; explaining things which changed and things which stayed the same. I can explain how our locality changed over time. I can summarise how Britain has had a major influence on the World. I can identify ways that Ancient Greece has had a major impact on modern government.	I can summarise how Britain may have learnt from countries and civilisations (historically and more recently). I can identify and explain differences, similarities and changes between different periods of history. I can compare Mayan civilisation with previously studied periods and modern day.
Historical Periods of Study						
<p>Child initiated learning to cover UTW ELG:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling; 	<p>Changes within living memory</p> <p>Lives of significant individuals in the past (some should be used to compare aspects of life in different periods)</p> <p>Possible topics could include:</p> <ul style="list-style-type: none"> Castles Space Toys Explorers Home & school 	<p>Events beyond living memory</p> <p>Significant historical events, people and places (locally, nationally and globally)</p> <p>Possible topics could include:</p> <ul style="list-style-type: none"> Gunpowder Plot Transport Holidays Houses/homes 	<p><u>Stone Age to Iron age</u> Palaeolithic, Mesolithic, Neolithic, flint, cave-dweller, hunter-gatherer, settlement, archer, afterlife, tribe, wattle and daub, roundhouse, hill fort, furs/animal skins</p>	<p><u>Anglo-saxons and Vikings</u> raid, monk, monastery, migrate, settle, runes, longhouses, saga, trade, monarch, invasion, kingdom, weapons, Viking warriors, Lindisfarne, longboat, Valhalla</p>	<p><u>Ancient Greece</u> state, democracy, empire, monarchy, citizens, slaves, stadium, marathon, myths and temples, Olympics, Spartans, toga, column, pillar</p>	<p><u>Mayans c. AD 900</u> archaeology, civilisation, sacrifice, hierarchy, agriculture, astronomy, codex/codices, pagan, scribe and myth, temple, jaguar</p>
			<p><u>Romans</u> invasion, conquer, empire, emperor, centurion, legionary, army, fort, legion, indigenous tribes (Celts), villa, bathhouse, aqueduct, viaduct</p>	<p><u>Ancient Egypt</u> irrigation, agriculture, achievement, hieroglyph, archaeologist, scribe, papyrus, mummification, agriculture, sphinx, pharaoh, pyramid, tomb/sarcophagus, linen, papyrus, khat, shenti, afterlife, religion, civilisation</p>	<p><u>Local History Study (post-1066)</u> Victorians, Industrial Revolution, Grade 1 and 2 Listed Building, architecture, market, mill, water pump, cotton, loom, needle</p>	
			<p>Common themes to be included in each study unit and used for comparison: clothes, housing, children, food, rich/poor, significant individual(s)</p> <p>A whole Key Stage 2 topic will be used at least once every four years to address British history beyond 1066</p>			

Nb. Each year group will provide opportunities to develop and master the knowledge and application from previous year groups.