

'Being a Historian' Progression Model – History

| | End of EYFS | End of Year 1 | End of Year 2 | End of Year 3 | End of Year 4 | End of Year 5 | End of Year 6 |
|---------------------------------------|--|---|---|---|--|--|---|
| To investigate and interpret the past | I can talk about images, photographs and pictures from the past. | I can observe or handle evidence to ask questions and find answers to questions about the past. I can ask questions such as: What was it like for people? What happened? How long ago? I can use artefacts, pictures, stories, online sources and databases to find out about the past. | I can observe or handle evidence to ask questions and find answers to questions about the past. I can ask questions such as: What was it like for people? What happened? How long ago? I can use artefacts, pictures, stories, online sources and databases to find out about the past. | I can use evidence to ask questions and find answers to questions about the past. I can understand how evidence can give us different answers about the past. I can use artefacts to interpret the past. I can explain how historical evidence found might suggest certain aspects of what life was like during the times studied. I can start to use primary and secondary sources to gather information about the past. | I can use evidence to ask questions and find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiries. I can analyse historical evidence and artefacts to make claims about Anglo Saxon life and culture. I can describe different accounts of historical event, explaining some of the reasons why the accounts may differ. I can research and provide some of ideas about the significance of corn and chocolate to the Mayan citizens. I can understand how evidence can give us different answers about the past. I can identify and use a range of evidence sources to help me understand more about the Maya civilisation, the Romans and Anglo Saxons. I can use more than one source of evidence for historical enquiry in | I can use sources of evidence to deduce information about the past. I can select suitable sources of evidence, giving reasons for choices. I can consider how no single source of evidence gives the full answer to questions about the past. I can seek out a wide range of evidence in order to justify claims about the past. Use sources of information to form testable hypotheses about the past. I can show an awareness of the concept of propaganda and historians must understand the social context of evidence studied. | I can use sources of evidence to deduce information about the past. I use sources of information to form testable hypotheses about the past. I can seek out and analyse a wide range of evidence in order to justify claims about the past. I can show an awareness of the concept of propaganda and historians must understand the social context of evidence studied. I understand that no single source of evidence gives the full answer to questions about the past. |

| | | | | | order to gain a more accurate understanding of history. | | |
|---------------------------------------|--------------|---|---|---|--|---|---|
| | End of EYFS | End of Year 1 | End of Year 2 | End of Year 3 | interpret the past. End of Year 4 | End of Year 5 | End of Year 6 |
| | Elia di ETFS | | | | Eliu di Teal 4 | | |
| To build an overview of world history | | I can describe historical events. I can describe significant people from the past such as Florence Nightingale, Mary Seacole and Queen Victoria. I can compare two significant people from the past like Florence Nightingale with Mary Seacole. I can develop an awareness of the past. Recognise that there are reasons why people in the past acted as they did. | I can describe historical events. I can describe significant people from the past such as Christopher Columbus and Neil Armstrong. I can recognise that there are reasons why people in the past acted as they did. I can recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them. | I can compare some of the times studied with those of other areas of interest around the world. I can describe and justify reasons as to how people lived during the times studied and explain how life improved. I can describe the social, ethical, cultural or religious diversity of past societies. I can compare and contrast between life in the times studied and life today. I can compare and contrast the differing times studied, considering how: technology developed e.g. weapons and tools and how settlements and living conditions evolved. I can describe the characteristic features of the past, including ideas and beliefs. | I can give a broad overview of life in Britain from ancient until medieval times. I can compare some of the times studied with those of other areas of interest around the world. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can describe the social, ethnic, cultural or religious diversity of past society. I can explain different ritual elements of the ancient Maya religion and describe some of the main gods in detail. I can describe the different features of Maya cities and be able to appreciate what it would have been like to live there. | 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 from medieval until the Elizabethan and Carolean times. I can consider how the actions of historical Kings and Queens have changed the course of history and the balance of power. I can consider and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can identify periods of rapid change in history and contrast them with times of relatively little change. I can compare the significance of some Anglo- Saxon kings during the Viking period. I can compare the similarities and differences between | 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 compare the roles of men and women during WW2. I can compare key events such as conflict from WW2 and WW1. I can compare key events such as conflict, transportation and weaponry between WW1 and another era I have previously learnt about. |

| End of EYFS End of Year 1 End of Year 2 End of Year 3 End of Year 5 End of Year 4 End of Year 5 I can indestinate the concepts of change over the concepts of change over the concept of change over the chroniche, using dates, which could not the concepts of continuity, and change over the concept of ch | | | | T | T | T | 1 10 10 | |
|--|------------|-------------------------------|-------------------------|-----------------------------|-------------------------|----------------------|---------------------------|-----------------------------|
| End of EYFS End of Year 1 I can use words associated with the past. Last Year 1 Last Year 2 I can put simple stories in order on a time fine order. I can use dates where appropriate. I can communicate bistorically using words such as: I can communicate bistorically using dates and bistorical terms accurately when were appropriate. I can communicate bistorically using dates and bistorical terms accurately when were appropriate. I can communicate bistorically using dates and bistorical terms accurately when w | | | | | | | | |
| Lan use words associated with the past: Yesterday Last Year Lan place events and artefacts in order on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline. Lead and sort pictures in order on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline, using offers. Lead place events, and norder on a timeline. Lead place events in order on a timeline. Lead and sort pictures or objects with words or phrases such as space, present, older and never. Lead understand the concept of change over times studied, and a timeleast definition of the concept of change over times and devente, on a timeline, using offers. Lead norder a number of significant events from the concept of change over times and activate). Lead norder on a timeline. Lead and sort pictures which words or phrases such as space, present, older and never. Lead understand the concept of change over times and devente, on a timeline, using offers. Lead norder on a timeline. Lead norder on a timeline, using offers. Lead norder on a timeline. Lead norder on a ti | | | | | | | nave ruled. | |
| Lan use words associated with the past: Yesterday Last Year Lan place events and artefacts in order on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline. Lead and sort pictures in order on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline, using offers. Lead place events, and norder on a timeline. Lead place events in order on a timeline. Lead and sort pictures or objects with words or phrases such as space, present, older and never. Lead understand the concept of change over times studied, and a timeleast definition of the concept of change over times and devente, on a timeline, using offers. Lead norder a number of significant events from the concept of change over times and activate). Lead norder on a timeline. Lead and sort pictures which words or phrases such as space, present, older and never. Lead understand the concept of change over times and devente, on a timeline, using offers. Lead norder on a timeline. Lead norder on a timeline, using offers. Lead norder on a timeline. Lead norder on a ti | | | | | | | | |
| Lan use words associated with the past: Yesterday Last Year Lan place events and artefacts in order on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline. Lead and sort pictures in order on a timeline. Lead and sort pictures or objects with words or phrases under a norder on a timeline, using offers. Lead place events, and norder on a timeline. Lead place events in order on a timeline. Lead and sort pictures or objects with words or phrases such as space, present, older and never. Lead understand the concept of change over times studied, and a timeleast definition of the concept of change over times and devente, on a timeline, using offers. Lead norder a number of significant events from the concept of change over times and activate). Lead norder on a timeline. Lead and sort pictures which words or phrases such as space, present, older and never. Lead understand the concept of change over times and devente, on a timeline, using offers. Lead norder on a timeline. Lead norder on a timeline, using offers. Lead norder on a timeline. Lead norder on a ti | | End of FYES | Fnd of Year 1 | Fnd of Year 2 | Fnd of Year 3 | Fnd of Year 4 | End of Year 5 | Fnd of Year 6 |
| To understand chronology I can pust implement in order on a timeline. I can pust great with words or phrases such as specified in order. I can use dates where appropriate. I can communicate historically using vords such as: I can communicate historically using vords and order and reverse in order. I can communicate historically using vords such as: I can communicate historically using dotes and chronocapy of continuity and change or the words. I can communicate historically using dotes and chronocapy and contrast them with concepts of continuity and change or the words. I can communicate historically using dotes and chronocapy and contrast them with times of relatively listing dates and the times the words. I can communicate historically using dotes and chronocapy and contrast them with times of relatively | | 2.1.0 01 211 0 | Lind of Teal 1 | Liid Oi Toui L | Liid of Todi 5 | Liid of Teal 4 | Lina or rear 5 | Lila of Teal o |
| To understand chronology I can pust implement in order on a timeline. I can pust great with words or phrases such as specified in order. I can use dates where appropriate. I can communicate historically using vords such as: I can communicate historically using vords and order and reverse in order. I can communicate historically using vords such as: I can communicate historically using dotes and chronocapy of continuity and change or the words. I can communicate historically using dotes and chronocapy and contrast them with concepts of continuity and change or the words. I can communicate historically using dotes and chronocapy and contrast them with times of relatively listing dates and the times the words. I can communicate historically using dotes and chronocapy and contrast them with times of relatively | | | | | | | | |
| To understand chronology I can pust implement in order on a timeline. I can pust great with words or phrases such as specified in order. I can use dates where appropriate. I can communicate historically using vords such as: I can communicate historically using vords and order and reverse in order. I can communicate historically using vords such as: I can communicate historically using dotes and chronocapy of continuity and change or the words. I can communicate historically using dotes and chronocapy and contrast them with concepts of continuity and change or the words. I can communicate historically using dotes and chronocapy and contrast them with times of relatively listing dates and the times the words. I can communicate historically using dotes and chronocapy and contrast them with times of relatively | | T | T and all an avenue and | T and who are according and | Han datas and tames to | Turn dameters of the | Describe the major | Toron describe the resident |
| past: | | | | | | | | |
| * Yesterdy Last Week * Last Weer * Last We | | | | | describe events. | | | |
| Last Week Last Year Chronology of the past, present, older and newer. I can use dates where appropriate. I can compare tavel and invented. I can compare tavel and thempsort of the past, present and future. I can compare tavel and thempsort of the past, present and future. Show an understanding of concepts such as was such as: a baby I used to I can communicate historically using words such as: baby I used to I can commanded and contrast characters and cultural). I can pace events, and contrast them with concept of change over time, representing them, along with evidence, on a timeline, using dates, and contrast them with concept of change over time, representing them, along with evidence, on a timeline, using dates, and contrast them with concepts of continuity and change over time, representing them on a time line concepts of continuity and change over time, representing them, along with evidence, on a timeline, using dates, and contrast them with concepts of continuity and change over time, representing them, along with evidence, on a timeline, using dates, and contrast them with concepts of continuity and change over time, representing them, along with evidence, on a timeline, using dates, and contrast them with concepts of continuity and change over time, representing them on a time line, using dates, and contrast them with concepts of continuity and change of continuity and cha | | ' | | | I can order a number of | | | |
| • Last Year phrases such as: past, present, older and newer. I can use dates where appropriate. I can compare travel and future. I can communicate historically using words such as: When I was a baby I used to I can communicate historically using words such as: When I was a baby I used to I can communicate historically using words such as: When I was a baby I used to I can communicate historically using words such as: When I was a baby I used to I can communicate historically using words such as: When I was a baby I used to I can communicate historically using words such as: Boby I used to I can communicate historically using words such as: Boby I used to I can communicate historically using words such as: Boby I used to I can communicate historically using words such as: Boby I used to I can communicate historically using words such as: Boby I used to I can communicate historically using words such as: BC/AD Chronology Continuity A traffect to an historical terms saccurately when explaining events. I can communicate historically using dates and terms such as: Boby Chronology of the different points in the concepts of rapid using dates and terms used as and paraliment has changed and what the balance between the monachy what the concepts of routinuity and change over time, rep | | | Label and cost pictures | | | | | |
| Understand chronology I can put simple stories in order. I can use dates where appropriate. I can compare travel and transport of the past, present, and invented. I can compare travel and transport of the past, present and future. I can communicate historically using words such as: I can communicate historically using dates and terms accurately when explaining dates and term | To | Last Year | | | | line. | | |
| Understand chronology I can put simple stories in order. I can use dates where appropriate. I can use dates where appropriate. I can compare travel and transport of the past, present and future. I can communicate historically using words such as: I can compare and contrast characters or compare and contrast characters I can communicate historically using words such as: I can compare and contrast characters I can compare and contrast characters I can communicate historically using words such as: I can compare and contrast characters I can communicate historically using words such as: I can communicate historically using dates and terms accurately when explaining events. I can communicate historically using dates and terms accurately when explaining events. I can communicate historically using dates and terms with times of relatively little change. I can use dates and terms to describe events and what order they came in history and partial figures on a timeline. I can understand the contents with the chronology of the different points in history when various the contents and the transport of the past and the contents and the transport of the past and the contents and the transport of the past and the contents and the contents and the transport when the different points in the contents and the transport historically using dates and terms such as: I can communica | 10 | | | | timeline, using dates. | | Identify periods of rapid | cultural). |
| chronology I can use dates where appropriate. I can compare travel and transport of the past, present and future. I can compare travel and transport of the past, present and future. I can compare travel and transport of the past, present and future. I can communicate historically using words such as: • When I was a beby • I used to • When I was a beby • I used to I can compare and contrast characters I can compare and contrast characters older and newer. I can use dates where appropriate. I can use dates where appropriate. I can use dates where appropriate. I can communicate historically using words such as: • When I was a beby • I used to I can compare and contrast characters older and newer. I can use dates where appropriate. I can use dates where appropriate. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and terms accurately when explaning events. I can communicate historically using dates and historical terms such as: Understand the | understand | | | | T | | | |
| I can use dates where appropriate. I can use dates where appropriate. I can use dates where appropriate. I can understand the chronology of the different points in history when various types of transport have been used and invented. I can use dates where appropriate been used and invented. I can compare travel and transport of the past, present and future. I can compare travel and transport of the past, present and future. I can communicate historically using words such as: • When I was a baby • I used to I can communicate historically using dates and terms accurately when explaining events. I can communicate historically using dates and terms saccurately when explaining events. I can communicate historically using dates and terms saccurately when explaining events. I can communicate historically using dates and historical terms such as: • When I was a baby • I used to I can communicate of the concepts such as ware and peace, travel and exploration, society and parallel terms such as: • When I was a baby • I used to I can communicate historically using dates and historicall terms such as: • BG/AD • Civilisation I can communicate historically using dates and historicall terms such as: • BC/AD • Civilisation I can communicate historically using dates and hist | | in order. | 1 * | | | | | Understand the |
| I can use dates where appropriate. I can use dates where appropriate. I can use dates where different points in history when various types of transport have been used and invented. I can use dates where appropriate. I can use dates and terms to describe events. I can use dates and terms to describe events. I can use dates and terms concepts of continuity and change over time, representing them on a time line or in written work. I can consider key historical events and what order they came in the balance between the monarchy and parliament has changed and what the balance between the monarchy and parliament has changed and what the balance between the monarchy and parliament has changed and what the balance between the horizonally using dates and terms accurately when explaining events. I can communicate historically using dates and terms accurately when explaining events. I can use dates and terms concepts of continuity and change over time, representing them, along with evidence, on a timeline. I can use dates and terms concepts of continuity and what they came in what order they came in the balance between the monarchy and parliament has changed and what the balance is now. I can use dates and terms concepts we have what order they came in the scalar describing events. I can consider key historical concepts of continuity and them to describe events. I can consider key historical events and terms concepts and terms a concepts and what the balance is now. I can use dates and terms concepts and terms accurately when explaining events. I can communicate historically using dates and historical terms such as: a baby a communicate historically using dates and historical terms such as: a baby a communicate historically using dates and historical terms such as: a baby a continuity and concepts and terms of described and what the balance is now. I can communi | cnronology | | | oluei dilu Hewei. | | 3 | | |
| I can communicate historically using words such as: • When I was a baby • I used to such as: • When I was a baby • I used to gue of the country and contrast characters • When I was a baby • I used to I can communicate (when the concepts such as contrast characters) • When I was a baby • I used to I can communicate (when the concepts such as contrast characters) • Show an understanding of concepts such as coulture. • Chronology of the different polinis in history when various types of transport have been used and invented. • I can use dates and terms accurately in describing events. • I can consider key historical events and what order they came in. • I can consider who the balance between the monarchy and parliament has changed and what the balance is now. • I can use dates and terms accurately in describing events. • I can communicate historically using dates and terms accurately when explaining events. • I can communicate historically using dates and terms accurately when explaining events. • I can communicate historically using dates and terms accurately when explaining events. • BC/AD • Civilisation • Chronology • Continuity • Change • Civilisation • Chronology • Continuity • Change • Civilisation • Chronology • Century/centuries | | | I can use dates where | I can understand the | | doning dutcoi | change. | |
| different points in history when various types of transport have been used and invented. I can use dates where appropriate. I can compare travel and transport of the past, present and future. I can compare travel and transport of the past, present and future. I can communicate historically using words such as: When I was a babty I used to Queen of the country and what they did. I can communicate historically using words contrast characters When I was a babty I used to Queen of the country and what they did. I can communicate historically using words contrast characters I can communicate historically using words such as: When I was a babty I used to Queen of the country and what they did. I can communicate historically using words contrast characters When I was a babty I used to Queen of the country and what they did. I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can co | | | appropriate. | | | I can use dates and | | |
| I can communicate historically using words such as: When I was a baby I used to large and contrast characters I can communicate historically using and change control with the past, present and fourture. I can communicate historically using words such as: Box Wen I was a baby I can communicate historically using words and process of concepts such as and past of concepts and and contrast characters Box Wen I was a baby I can communicate historically using words and historical terms accurately in describing events. I can communicate historically using words such as: Box Wen I was a baby I used to large and change and change and change and change and contrast characters New Fig. 1 can communicate historically using dates and historical terms such as: Box Wen I was a baby I can communicate historically using dates and terms accurately when explaining events. I can communicate historically using dates and historical terms such as: Box Wen I was a civilisation (how people lived) and monarchy (who was King or Queen of the country and what they did). I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically using dates and historical terms such as: Box Wen I was baby I can communicate historically | | | | | | | | |
| Lean communicate historically using words such as: When I was a baby I used to contrast characters I can communicate historically using words and what they did). I can communicate contrast characters I can communicate historically using words such as: I used to contrast characters I can communicate historically using words such as: I can communicate cand what they did). I can communicate historically using words such as: I can communicate historically using dates and peace, travel and contrast characters I can communicate historical terms such as: I can communicate | | | | | | events. | | a time line. |
| I can use dates where appropriate. I can compare travel and transport of the past, present and future. I can communicate historically using words such as: • When I was a baby • I used to I can compare and contrast characters I can communicate historically using vords such as: • When I was a baby • I used to I can compare and contrast characters I can communicate historically using words such as: • When I was a baby • I used to I can communicate historically using words such as: • When I was a baby • I used to I can communicate historically using dates and terms accurately when explaining events. I can communicate historically using dates and historical terms such as: • When I was a baby • I used to I can communicate historically using dates and historical terms such as: • BC/AD • Civilisation • Era • Chronology • C | | | | | | | | I can use dates and |
| I can use dates where appropriate. I can compare travel and transport of the past, present and future. I can communicate historically using words such as: • When I was a baby • I used to • I used to • I used to • I used to • I can communicate historically using words such as: • I can communicate historically using words such as: • When I was a baby • I used to • I used to • I can communicate historically using words such as: • When I was a baby • I used to • I used to • I can communicate historically using dates and historical terms such as: • When I was a baby • I used to • I can communicate historically using dates and historical terms such as: • BC/AD • civilisation • BC/AD • civilisation • Era • Continuity • Chronology • Change • Change • Change • Century/centuries • Cantury/centuries • Cantury • Catury/centuries • Catury/centuri | | | | | | | | |
| I can use dates where appropriate. I can compare travel and transport of the past, present and future. I can communicate historically using words such as: When I was a baby 0 I used to 1 can compare and contrast characters I can communicate historically using words such as: When I was a baby 0 I used to 1 can compare and contrast characters I can communicate historically using words such as: When I was a baby 0 I used to 1 can communicate historically using words such as: When I was a baby 0 I used to 1 can communicate historically using words such as: When I was a baby 0 I used to 0 concepts such as war and peace, travel and exploration, society and culture. I can communicate historically using dates and historical terms such as: When I was a baby 0 I used to 0 concepts such as war and historical terms such as: When I was a baby 0 I used to 0 concepts such as war and historical terms such as: When I was a baby 0 I used to 0 concepts such as war and historical terms such as: I can communicate historically using dates and historical terms such as: Era 1 can communicate historically using dates and historical terms such as: Era 2 Chronology 0 Change 0 continuity 1 continuity 1 continuity 2 continuity 2 continuity 3 continuity 2 continuity 3 century 2 century 2 century 3 century 3 century 3 century 4 century 2 century 4 century 5 century 4 century 5 century 4 century 5 century 6 century 5 century 6 c | | | | inventeu. | | | | |
| appropriate. I can compare travel and transport of the past, present and future. I can communicate historically using words such as: When I was a baby I used to I used to Queen of the country and what they did). I can communicate historical trans a baby I can compare and contrast characters I can communicate historically using words such as: When I was a baby I can communicate historically using words such as: When I was a baby I can communicate historically using dates and historical terms such as: BC/AD Villisation I can communicate historically using dates and historical terms such as: BC/AD Villisation I can communicate historically using dates and historical terms such as: BC/AD Villisation I can communicate historically using dates and historical terms such as: BC/AD Villisation I can communicate historically using dates and historical terms such as: BC/AD Villisation I can communicate historically using dates and historical terms such as: BC/AD Villisation Villisation I can communicate historically using dates and historical terms such as: BC/AD Villisation Villisa | | | | | | | Work! | describing events. |
| I can compare travel and transport of the past, present and future. I can communicate historically using words such as: When I was a baby I can compare and contrast characters I can compare travel and future. I can communicate historically using words such as: I can communicate historically using words and what they did). I can communicate historically using words such as: When I was a baby I can compare and contrast characters I can communicate historically using words such as: Whore I was a baby I can compare and contrast characters I can communicate historically using dates and historicall trems such as: BC/AD I can communicate historically using dates and historicall trems such as: BC/AD I can communicate historically using dates and historical trems such as: BC/AD I can communicate historically using dates and historical trems such as: BC/AD I can communicate historically using dates and historical trems such as: BC/AD I can communicate historically using dates and historical trems such as: BC/AD I can communicate historically using dates and historical trems such as: BC/AD I can communicate historically using dates and historical trems such as: BC/AD I can communicate historically using dates and historically using dates and historical trems such as: Charge I can communicate historically using dates and historical trems such as: BC/AD I can communicate historically using dates and historical trems such as: Charge I can communicate historically using dates and historically | | | | | | | I can consider key | |
| I can compare travel and transport of the past, present and future. I can communicate historically using words such as: When I was a baby I can compare and contrast characters I can compare travel and transport of the past, present and future. I can communicate historically using words such as: When I was a baby I can compare and contrast characters I can communicate historically using dates and historically using dates and historically using dates and historically using dates and historicall terms such as: BC/AD I can communicate historicall terms such as: BC/AD I can communicate historicall terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD Continuity continu | | | | арргорнасе. | | | | |
| I can communicate historically using words such as: When I was a baby I can compare and contrast characters I can communicate Now an understanding of concepts such as and partise to concepts such as such as: I can communicate historically using words such as and partise to concepts such as and pace, travel and explaining dates and historical terms such as: Show an understanding of concepts such as and peace, travel and exploration, society and culture. Show an understanding of concepts such as and peace, travel and exploration, society and culture. Show an understanding of concepts such as and peace, travel and exploration, society and culture. Show an understanding of concepts such as ward and peace, travel and exploration, society and culture. Show an understanding of concepts such as ward and peace, travel and exploration, society and culture. Show an understanding of concepts such as ward and peace, travel and exploration, society and culture. Show an understanding of concepts such as ward and peace, travel and exploration, society and culture. Show an understanding of concepts such as ward and peace, travel and exploration, society and culture. Show an understanding of concepts such as ward and peace, travel and exploration, society and culture. Show an understanding of concepts such as ward and peace, travel and exploration, society and exploration, society and culture. Show an understanding of concepts such as ward and peace, travel and exploration is such as: BC/AD BC/AD BC/AD Chronology Continuity Change Continuity Change Continuity Change Continuity Continuity Change Continuity Change Continuity Change Continuity Change Continuity Change Continuity Change Century/centuries Century/centuries Century/centuries Century/centuries Century/centuries Century/centuries Continuity | | | | T | | | | |
| I can communicate historically using words such as: When I was a baby 1 used to I can compare and contrast characters I can compare and contrast characters I can communicate historically using words such as: I can communicate historically using words such as: I can communicate historically using words such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historical terms such as: I can communicate historically using dates and historically using dates and historical terms such as: I can communicate historically using dates and historically using dates and historical terms such as: I can communicate historically using dates and historically using dates and historically using dates and historically using dates and historically using dates a | | | | | | | | |
| I can communicate historically using words such as: When I was a baby I used to I can compare and contrast characters I can communicate historically using words such as: I can communicate historically using words such as: Be/AD Continuity I can communicate historically using dates and historical terms such as: Be/AD Continuity Contin | | | | | | | | |
| I can communicate historically using words such as: When I was a baby (who was King or 0 I used to 1 used to 2 used to 2 used to 2 used to 2 contrast characters I can communicate historically using words such as: I can communicate historically using words such as civilisation (how people lived) and monarchy and what they did). I can communicate historically using dates and historical terms such as: Baby (who was King or 0 Queen of the country and what they did). I can communicate historically using dates and historical terms such as: BC/AD (a be Change) Continuity (a contrology) Continuity (b continuity) Continuity (a continuity) Continuity (a continuity) Continuity (b continuity) Continuity (a continuity) Continuity (a continuity) Continuity (b continuity) Continuity (a continuity) Continuity (a continuity) Continuity (b continuity) Continuity (a continuity) Continuity (a continuity) Continuity (b continuity) Continuity (a continuity) Continuity (a continuity) Continuity (b continuity) Continuity (a continuity) Continuity (a continuity) Continuity (b continuity) Continuity (a continuity) Continuity (a continuity) Continuity (b continuity) Continuity (a continuity) Continuity (a continuity) Continuity (b continuity) Continuity (a continuity) Continuity (a continuity) Continuity (b continuity) Continuity (a contin | | | | | | | | |
| I can communicate historically using words such as: When I was a baby I used to I used to I used to Goncepts such as: I can compare and contrast characters I can compare and contrast characters I can communicate historically using words such as: I can communicate historically using words such as: Book an understanding of concepts such as civilisation (how people lived) and monarchy (who was King or Queen of the country and what they did). I can communicate historically using dates and historical terms such as: BC/AD BC/AD Civilisation I can communicate historically using dates and historical terms such as: BC/AD Civilisation Era Continuity Chronology Chronology Chronology Chronology Chronology Chronology Chronology Change Continuity Change Change Century/centuries Change Century/centuries Century/centuries Century/centuries Century/centuries Can communicate historically using dates and historical terms such as: BC/AD Civilisation Change Change Continuity Change Change Change Change Change | | | | | | | | |
| I can communicate historically using words such as: When I was a baby I used to I can compare and contrast characters I can compare and contrast characters Show an understanding of concepts such as and baby and what they did). I can communicate historically using words such as: I can communicate historically using dates and historical terms such as: BC/AD Chronology Continuity Continuity Continuity Change Chronology Century/centuries Change And what the balance is now. I can communicate historically using dates and historically using dates and historical terms such as: BC/AD Continuity Continuity Continuity Continuity Change Century/centuries Century/centuries | | | | | | | | |
| I can communicate historically using words such as: When I was a baby I used to I can compare and contrast characters I can communicate A contrast characters Show an understanding of concepts such as civilisation (how people lived) and monarchy (who was King or Queen of the country and what they did). I can communicate A contrast characters Show an understanding of concepts such as war and peace, travel and exploration, society and culture. I can communicate A contrast characters A contrast character A contras | | | | | | | | |
| I can communicate historically using words such as: When I was a baby I used to I can communicate Of concepts such as civilisation (how people lived) and monarchy (who was King or Queen of the country and what they did). I can communicate historically using dates and historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historically using dates and historically using dates and historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historically using dates and historical terms such as: BC/AD I can communicate historica | | | | | | | | |
| I can communicate historically using words such as: • When I was a baby • I used to Universe of the country and what they did). I can communicate historically using words such as: • I used to Universe of the country and what they did). I can communicate historically using dates and historical terms such as: • I can communicate historically using dates and historical terms such as: • BC/AD • Era • Continuity • Chronology • Change • Chronology • Decade • Century/centuries • Change • Century/centuries • Century/centur | | | | | | | | |
| I can communicate historically using words such as: • When I was a baby • I used to Universe of the country and what they did). I can communicate historically using words such as: • I used to Universe of the country and what they did). I can communicate historically using dates and historical terms such as: • I can communicate historically using dates and historical terms such as: • BC/AD • Era • Continuity • Chronology • Change • Chronology • Decade • Century/centuries • Change • Century/centuries • Century/centur | | | | | | | I can use dates and | |
| I can communicate historically using words such as: • When I was a baby • I used to I can compare and contrast characters • I can communicate historically using words such as: • When I was a baby • I used to I can communicate historically using dates and peace, travel and exploration, society and culture. • I used to I can communicate historically using dates and historical terms such as: • BC/AD • Chronology • Era • Continuity • Change • Chronology • Change • Chronology • Cexplaining events. I can communicate historically using dates and historically using and terms such as: • BC/AD • Era • Civilisation • Change • Century/centuries • Change • Chronology • Decade | | | | | | | | |
| historically using words such as civilisation (how people lived) and monarchy (who was King or Queen of the country and what they did). I can compare and contrast characters of concepts such as civilisation (how people lived) and monarchy (who was King or Queen of the country and what they did). I can compare and contrast characters of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and historically using dates and historically using dates and historically using dates and historical terms such as: of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and exploration, society and culture. of concepts such as war and peace, travel and historically using dates and historically using dates and historically using dates and historical terms such as: of concepts such as war and peace, travel and historical terms such as: of concepts such as war and peace, travel and historically using dates and historically using | | | | | | | | |
| such as: When I was a baby I used to I can compare and contrast characters o When I was a baby I can compare and contrast characters o When I was a baby o I used to I can compare and contrast characters o When I was a baby o I used to I can compare and contrast characters o Civilisation (how people lived) and monarchy (who was King or Queen of the country and what they did). I can compare and contrast characters o Civilisation (how people lived) and monarchy (who was King or Queen of the country and what they did). I can compare and contrast characters o Civilisation (how people lived) and monarchy (who was King or Queen of the country and what they did). I can communicate historical terms such as: o BC/AD o civilisation o Era o Continuity o Change o Chronology o Chronology o Chronology o Chronology o Chronology o Change | | | | | | | | |
| When I was a baby I used to I can compare and contrast characters When I was a baby I can compare and contrast characters I wed) and monarchy (who was King or Queen of the country and what they did). I can communicate historically using words such as: Such as: BC/AD BC/AD BC/AD BC/AD Civilisation Artefact Chronology Change Change Chronology Change Chronology Change Chronology Change Chronology Chronology Chronology Decade | | | | · | | , , | | , , , |
| baby I used to Queen of the country and what they did). I can compare and contrast characters (who was King or Queen of the country and what they did). I can communicate historically using words such as: (who was King or Queen of the country and what they did). I can communicate historically using words such as: (who was King or Queen of the country and what they did). I can communicate historically using words such as: (who was King or Queen of the country and what they did). I can communicate historically using words such as: (who was King or Queen of the country and what they did). I can communicate historically using words such as: (who was King or Queen of the country and what they did). (who was King or Queen of the country and what they did). (who was King or Queen of the country and what they did). (who was King or Queen of the country and what they did). (who was King or Queen of the country and what they did). (a) Chronology (b) Chronology (continuity (continuity | | | | | | | | |
| I used to Queen of the country and what they did). I can compare and contrast characters Queen of the country and what they did). I can communicate historically using words such as: Outen of the country and what they did). I can communicate historically using words such as: Outen of the country and what they did). I can communicate historically using words such as: Outen of the country and what they did). Outen of the country and what they did in the country and what they did in t | | | | | | | | |
| I can communicate historically using words contrast characters and what they did). I can communicate historically using words such as: I can communicate historically using words such as: • era • Civilisation • Artefact • Century/centuries • Chronology • Decade • continuity • change • continuity • change | | | | cuiture. | | | | |
| I can compare and contrast characters historically using words such as: historically using words such as: • artefact • Artefact • Century/centuries • Chronology • Decade • century | | 1 4564 65 | | I can communicate | | | | |
| contrast characters such as: • change • Chronology • Decade • century | | I can compare and | , , | | _ | | | , |
| • Recently • Source • Invasion Era • Legacy • decade | | contrast characters | | | • change | ٠, | | |
| | | | | Recently | • source | Invasion Era | Legacy | decade |

| То | from stories including | I can communicate | Years | historical source | Change | Bias | legacy |
|--------------|--------------------------|-------------------------------------|---------------------------------------|---------------------------------------|--------------------------------|---------------------------------------|---------------------------------|
| 10 | figures from the past. | historically using words | Century/centuries | democracy | Medieval | Reliable | time period |
| communicate | | such as: | Decades | chronology | Culture | Analyse | propaganda |
| | I can talk about special | A long time ago | Nation | -, | Empire | Hypothesis | • bias |
| historically | memories. E.g. I visited | Recently | Travel | I can explain how and | Represent | Primary/secondary | hypothesis |
| , | the Zoo with my family. | When my | Explore | why key civilisations are | Chronology | source | |
| | | parent/carers were | Civilisation, | significant in the | | Reliable | I can explain why WW1 |
| | I can recognise | children | Future | development of our | I can compare and | Analysis | and WW2 were |
| | language in stories that | Years | Past | world today. | contrast the powers of | • | significant events in |
| | happened in the past. | Centuries | present | | different Anglo Saxon | | British and World |
| | E.g. Once upon a time, | Decades | | | Gods. | | History and what legacy |
| | a long time ago. | Old/new | I can show an | | * | | they have left on Britain |
| | | Now | understanding of | | I can explain the work | | and the World today. |
| | | Past | concepts of civilisation, | | of the some of the | | |
| | | Present | colonisation and nation. | | people who were | | |
| | | | | | influential in converting | | |
| | | I can compare my life | I can talk and write | | the Anglo-Saxons to | | |
| | | to that of a Victorian | about the differences | | Christianity. | | |
| | | child. | between old and new | | | | |
| | | | transport. | | | | |
| | | I can compare Victorian | | | | | |
| | | toys to those of the | I can compare how | | | | |
| | | present day. | people travelled from | | | | |
| | | , | then to now. | | | | |
| | | I can compare London | T | | | | |
| | | in the 17 th Century now | I can compare aspects | | | | |
| | | to the modern day. | of life in different | | | | |
| | | | periods. | | | | |