



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

To build an overview of world history

					order to gain a more accurate understanding of history. I can use artefacts to interpret the past.		
	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
	<p>I can recognise important people from the past (Florence Nightingale, Guy Fawkes, Ibn Battuta, The Royal Family).</p>	<p>I can describe historical events.</p> <p>I can describe significant people from the past such as Florence Nightingale, Mary Seacole and Queen Victoria.</p> <p>I can compare two significant people from the past like Florence Nightingale with Mary Seacole.</p> <p>I can develop an awareness of the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>I can describe historical events.</p> <p>I can describe significant people from the past such as Christopher Columbus and Neil Armstrong.</p> <p>I can recognise that there are reasons why people in the past acted as they did.</p> <p>I can recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.</p>	<p>I can compare some of the times studied with those of other areas of interest around the world.</p> <p>I can describe and justify reasons as to how people lived during the times studied and explain how life improved.</p> <p>I can describe the social, ethical, cultural or religious diversity of past societies.</p> <p>I can compare and contrast between life in the times studied and life today.</p> <p>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.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>	<p>I can give a broad overview of life in Britain from ancient until medieval times.</p> <p>I can compare some of the times studied with those of other areas of interest around the world.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can explain different ritual elements of the ancient Maya religion and describe some of the main gods in detail.</p> <p>I can describe the different features of Maya cities and be able to appreciate what it would have been like to live there.</p>	<p>I can describe changes that have happened in the locality of the school throughout history.</p> <p>I can give a broad overview of life in Britain from medieval until the Elizabethan and Carolean times.</p> <p>I can consider how the actions of historical Kings and Queens have changed the course of history and the balance of power.</p> <p>I can consider and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can compare the significance of some Anglo-Saxon kings during the Viking period.</p> <p>I can compare the similarities and differences between</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>I can compare the roles of men and women during WW2.</p> <p>I can compare key events such as conflict from WW2 and WW1.</p> <p>I can compare key events such as conflict, transportation and weaponry between WW1 and another era I have previously learnt about.</p>

						how Kings and Queens have ruled.	
	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
<p>To understand chronology</p>	<p>I can use words associated with the past:</p> <ul style="list-style-type: none"> Yesterday Last Week Last Year <p>I can put simple stories in order.</p>	<p>I can place events and artefacts in order on a timeline.</p> <p>Label and sort pictures or objects with words or phrases such as: past, present, older and newer.</p> <p>I can use dates where appropriate.</p>	<p>I can place events and artefacts in order on a timeline.</p> <p>I can place events in order on a timeline.</p> <p>I can label timelines with words or phrases such as past, present, older and newer.</p> <p>I can understand the chronology of the different points in history when various types of transport have been used and invented.</p> <p>I can use dates where appropriate.</p> <p>I can compare travel and transport of the past, present and future.</p>	<p>Use dates and terms to describe events.</p> <p>I can order a number of significant events from the times studied, on a timeline, using dates.</p> <p>I can understand the concept of change over time and can represent this, along with some evidence, on a timeline.</p>	<p>I understand the concept of change over time and can represent this, along with evidence, on a time line.</p> <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use dates and terms to describe events.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them on a time line or in written work.</p> <p>I can consider key historical events and what order they came in.</p> <p>I can consider how the balance between the monarchy and parliament has changed and what the balance is now.</p> <p>I can use dates and terms accurately when explaining events.</p>	<p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>I can use dates and terms accurately in describing events.</p>
	<p>I can communicate historically using words such as:</p> <ul style="list-style-type: none"> When I was a baby I used to <p>I can compare and contrast characters</p>	<p>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).</p>	<p>Show an understanding of concepts such as war and peace, travel and exploration, society and culture.</p> <p>I can communicate historically using words such as:</p> <ul style="list-style-type: none"> Recently 	<p>I can communicate historically using dates and historical terms such as:</p> <ul style="list-style-type: none"> BC/AD civilisation era artefact change source 	<p>I can communicate historically using dates and historical terms such as:</p> <ul style="list-style-type: none"> BC/AD Era Civilisation Artefact Chronology Invasion Era 	<p>I can communicate historically using dates and terms such as:</p> <ul style="list-style-type: none"> Era Chronology Continuity Change Century/centuries Decade Legacy 	<p>I can communicate historically using dates and historical terms such as:</p> <ul style="list-style-type: none"> era chronology continuity change century decade

To communicate historically

<p>from stories including figures from the past.</p> <p>I can talk about special memories. E.g. I visited the Zoo with my family.</p> <p>I can recognise language in stories that happened in the past. E.g. Once upon a time, a long time ago.</p>	<p>I can communicate historically using words such as:</p> <ul style="list-style-type: none"> • A long time ago • Recently • When my parent/carers were children • Years • Centuries • Decades • Old/new • Now • Past • Present <p>I can compare my life to that of a Victorian child.</p> <p>I can compare Victorian toys to those of the present day.</p> <p>I can compare London in the 17th Century now to the modern day.</p>	<ul style="list-style-type: none"> • Years • Century/centuries • Decades • Nation • Travel • Explore • Civilisation, • Future • Past • present <p>I can show an understanding of concepts of civilisation, colonisation and nation.</p> <p>I can talk and write about the differences between old and new transport.</p> <p>I can compare how people travelled from then to now.</p> <p>I can compare aspects of life in different periods.</p>	<ul style="list-style-type: none"> • historical source • democracy • chronology <p>I can explain how and why key civilisations are significant in the development of our world today.</p>	<ul style="list-style-type: none"> • Change • Medieval • Culture • Empire • Represent • Chronology <p>I can compare and contrast the powers of different Anglo Saxon Gods.</p> <p>I can explain the work of the some of the people who were influential in converting the Anglo-Saxons to Christianity.</p>	<ul style="list-style-type: none"> • Bias • Reliable • Analyse • Hypothesis • Primary/secondary source • Reliable • Analysis 	<ul style="list-style-type: none"> • legacy • time period • propaganda • bias • hypothesis <p>I can explain why WW1 and WW2 were significant events in British and World History and what legacy they have left on Britain and the World today.</p>
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