



Shortlanesend School

Smile – Learn – Excel

History Knowledge and Skills Progression

Chronological Understanding					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Changes in living memory linking to aspects of change in national life</p> <p>Lives of significant individuals – Neil Armstrong/Christopher Columbus</p> <p>Lives of significant individuals – Kings and Queens</p>	<p>Events beyond living memory significant nationally or globally – The Great Fire of London</p> <p>Lives of significant individuals – Florence Nightingale, Mary Seacole</p> <p>Significant historical events, people and places in their locality -Richard Trevithick</p>	<p>Changes in Britain from the Stone Age to the Iron Age- The Stone Age</p> <p>Ancient Greece</p> <p>The achievements of the earliest civilisations-Ancient Egypt</p>	<p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Britain's settlement by Anglo-Saxons and Scots – The Vikings</p> <p>A non-European society that provides contrasts with British history – The Mayans</p> <p>A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – Medicine from the Anglo-Saxons to the present</p>	<p>An historical study of an aspect or site dating from a period beyond 1066 that is significant in the locality – The Victorians</p> <p>A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 – A significant turning point in British history – World War II</p>
<p>I can put up to three objects in chronological order (recent history) on a timeline.</p> <p>I can label timelines with pictures, words or phrases.</p> <p>I can tell others about changes that have happened in my own life since I was born.</p> <p>I can talk about how things have changed since my parents or grandparents were children.</p> <p>I can use dates to talk about people or events from the past. (when appropriate)</p>	<p>I can place events or artefacts in order on a timeline.</p> <p>I can label timelines with pictures, words or phrases and give reasons for their order.</p> <p>I can make connections between long and short term.</p> <p>I can dates to talk about people or events from the past. (when appropriate)</p> <p>I can connect my new learning of historical people or events to others that I have learnt about before.</p>	<p>I am beginning to use dates and historical terms to describe events.</p> <p>I am beginning to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.</p> <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I am beginning to understand the concept of change over time representing this, along with evidence, on a time-line.</p>	<p>I can use dates and historical terms to describe events.</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened.</p> <p>I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.</p> <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a time-line.</p>	<p>I can use dates and historical terms more accurately in describing events.</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious and cultural).</p> <p>I can identify periods of rapid change in history and begin to contrast them with times of relatively little change.</p>	<p>I can use dates and historical terms accurately in describing events.</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</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>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>

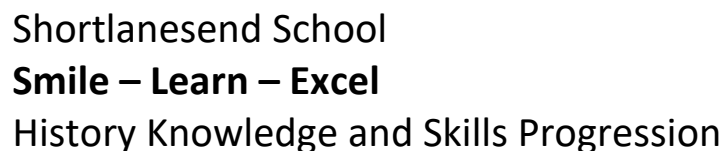


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				<p>I am beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time-line.</p> <p>I can explain the chronology of different time period (local, British and world history) and how they relate to one another on a time-line.</p> <p>I am beginning to make connections and contrasts between different time periods studied and talk about trends over time.</p>	<p>I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time-line.</p> <p>I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time-line.</p> <p>I can make connections and contrasts between different time periods studied and talk about trends over time.</p>
Vocabulary: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times	Vocabulary: 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	Vocabulary: dates, BC, BCE, AD, CE time period, change, ancient, century, decade	Vocabulary: dates, time period, era, change, chronology, ancient, century, decade	Vocabulary: dates, time period, era, chronology, continuity, change, century, decade	Vocabulary: dates, time period, era, chronology, continuity, change, century, decade, legacy
Historical Enquiry					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can show some understanding of how people find out about the past.	I can understand and talk about how people find out about the past. I can show understanding of how evidence is collected	I am beginning to use evidence to ask questions and find answers to questions about the past.	I can use evidence to ask questions and find answers to questions about the past.	I can devise historical questions about the period I am studying.	I can devise historical questions about change, cause, similarities and differences, and significance



<p>I can show some understanding of how evidence is collected and used to make historical facts. I can ask questions such as: What was it like for people. What happened. How long ago.</p> <p>I can answer questions by using different sources, such as an information book or pictures.</p> <p>Vocabulary: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate</p>	<p>and used to make historical facts. I can ask questions such as: What was it like for people. What happened. How long ago.</p> <p>I can answer questions by using a specific source, such as an information book. I can 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>I can research the life of a famous Briton from the past using different resources to help me.</p> <p>Vocabulary: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate</p>	<p>I am beginning to suggest skills in finding out facts about the time period I am studying.</p> <p>I am beginning to compare and contrast different forms of evidence in my research. I am beginning to research what it was like for specific people e.g. children, during the time period I am studying.</p> <p>table sources of evidence for historical enquiry.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I am beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>I am beg</p>	<p>I can suggest suitable sources of evidence for historical enquiry.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>I can use my research skills in finding out facts about the time period I am studying.</p> <p>Through my research, I can compare and contrast different forms of evidence.</p> <p>I can 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.</p>	<p>I can seek out and analyse range of evidence in order to justify claims about the past.</p> <p>I can understand that no single source of evidence gives the full answer to questions about the past.</p> <p>I can test out a hypothesis in order to answer a question.</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>I can use some different sources of evidence to deduce information about the past.</p> <p>I can select suitable sources of evidence, sometimes giving reasons for choices.</p> <p>I can give a reason to support an historical argument.</p> <p>I can identify propaganda and begin to show my understanding of it.</p> <p>I can refine lines of enquiry as appropriate.</p>	<p>relating to the period I am studying.</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 use sources of information to form testable hypotheses about the past.</p> <p>I can understand that no single source of evidence gives the full answer to questions about the past.</p> <p>I can test out a hypothesis in order to answer a question.</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>I can use a wide range of 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 give more than one reason to support an historical argument.</p> <p>I can identify and explain my understanding of propaganda.</p> <p>I can refine lines of enquiry as appropriate.</p>
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History Knowledge and Skills Progression

Knowledge and Interpretation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can answer questions using a range of artefacts/ photographs/pictures provided.</p> <p>I can talk about the different ways that the past is represented.</p> <p>I can recount some interesting facts from an historical event.</p> <p>I can talk about some important people from the past.</p> <p>I can talk about how their actions changed the way we do things today.</p> <p>I can recognise that there are reasons why people in the past acted as they did.</p> <p>I can tell you how I found out about people or events in the past.</p> <p>I can find out more about a famous person from the past and carry out some research on him or her.</p> <p>I can find out something about the past by talking to an older person.</p> <p>I can recognise that some forms of evidence are more reliable than others when finding out about the past.</p> <p>I can show an understanding of the word 'nation' and the concept of a nation's history.</p>	<p>I can describe historical events.</p> <p>I can describe significant people from the past and talk about what they did.</p> <p>I can explain the causes of an historical event and what the consequences were.</p> <p>I can explain what impact that significant events from the past have had on the way we live today.</p> <p>I can talk about similarities and differences between two different time periods.</p> <p>I can explain how local people or events in history have changed things nationally or internationally.</p> <p>I can explain why someone in the past acted in the way they did.</p> <p>I can choose and use parts of stories or other sources to show that I understand events or people from the past.</p> <p>I can explain why Britain has a special history by naming some famous events and some famous people.</p> <p>I can talk about what type of evidence is reliable when finding out about the past.</p> <p>I can talk about a 'nation', an aspect of its history and the</p>	<p>I am 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>I am beginning to explain how events from the past have helped shape our lives today.</p> <p>I can begin to appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>I am beginning to describe changes that have happened in the locality of the school throughout history.</p> <p>I can give a broad overview of what life was like in Ancient Greece.</p> <p>I am beginning to compare some of the times studied with those of other areas of interest around the world.</p> <p>I am beginning to describe the social, cultural or religious diversity of past societies.</p> <p>I am beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>I am beginning to describe different accounts of an</p>	<p>I can suggest why certain events happened as they did in history.</p> <p>I can suggest why certain people acted as they did in history.</p> <p>I can explain how events from the past have helped shape our lives today.</p> <p>I can begin to appreciate why Britain would have been an important country to have invaded and conquered.</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 under the Roman Empire.</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 social, ethnic, cultural or religious diversity of past societies.</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 different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p>	<p>I can answer historical questions, using information and evidence that I have carefully considered and selected.</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can describe with some detail any historical events from the different period/s I am studying/have studied.</p> <p>I can make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>I can begin to appreciate that how we make decisions as a country has been through a Parliament for some time.</p> <p>I can appreciate that significant events in history have helped shape the country we have today.</p> <p>I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>I can identify continuity and change in the history of the locality of the school.</p> <p>I can give a broad overview of life in Britain and some</p>	<p>I can answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can describe in detail any historical events from the different period/s I am studying/have studied.</p> <p>I can make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>I can begin to appreciate that how we make decisions as a country has been through a Parliament for some time.</p> <p>I can appreciate that significant events in history have helped shape the country we have today.</p> <p>I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>I can identify continuity and change in the history of the locality of the school.</p>



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<p>I can show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.</p> <p>Vocabulary: find out, explain, facts, reasons, events, actions</p>	<p>impact it has had on the nation. I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events. I can create my own accounts of historical people or events. Vocabulary: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods</p>	<p>historical event, explaining some of the reasons why the accounts may differ. I can talk about the causes and consequences of some of the main events and changes in history. I can use literacy, numeracy and computing skills to communicate information about the past.</p>	<p>I can suggest causes and consequences of some of the main events and changes in history. I can use literacy, numeracy and computing skills to a good standard to communicate information about the past.</p>	<p>major events from the rest of the world. I can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. I can 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 explain how some aspects of history/historical events have had an impact elsewhere in the world. I can use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. I can use original ways to present information and ideas.</p>	<p>I can give a broad overview of life in Britain and some major events from the rest of the world. I can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world. I can 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 explain how some aspects of history/historical events have had an impact elsewhere in the world. I can use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. I can use original ways to present information and ideas</p>
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