



BARNWOOD C OF E PRIMARY SCHOOL
LEARNING AND PROGRESSION STEPS

HISTORY



CHRONOLOGICAL UNDERSTANDING

Chronology (Including similarities and differences)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can use the vocabulary of time, now, next, yesterday, tomorrow, a long time ago. I can talk about some similarities and differences between in the past and now using my own experiences.	I can understand the terms past and present. I can sequence objects in order by recognising the difference between my own life and those of the past. I can use words relating to the passing of time and begin to use historical terms with accuracy.	I can understand the terms past and present. I can place events or objects in order by recognising the difference between my own life and those of the past. I can describe memories of key events in my life. I can use an increasing bank of vocabulary relating to the passing of time and use a wider vocabulary of everyday historical terms.	I can place the time studied on a time line and understand that the past can be divided into different periods of time. I can recognise some of the similarities and differences between periods of time. I can use dates and historical terms related to the period of time being studied and a wide bank of vocabulary relating to the passing of time with increasing confidence.	I can place the events from the period studied on a time line and understand that the past can be divided into different periods of time. I can recognise the similarities and differences between periods of time. I can use dates and historical terms related to the period of time being studied and vocabulary relating to the passing of time accurately.	I can sequence key events of period studied. I can distinguish the similarities and differences between the periods of time studied. I can use and apply dates and historical terms learnt from previous historical studies and within the context of the current historical period being studied.	I can place current period of time being studied on a timeline in relation to other periods of time I have studied. I can distinguish the similarities and differences between the periods of time studied and use evidence to support this. I can use and apply dates and historical terms learnt from previous historical studies and within the context of the current historical period being studied.

KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST.

Knowledge of the past

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can talk about events in my life and that of my family.	I can explain differences between past and present in my life and that of others from a different time in history.	I can give examples of things that are different in my life from that of a long time ago in a specific period of history.	I can begin to give characteristic features of the periods including beliefs, attitudes and experiences of men, women and children in the past.	I can give characteristic features of the periods including beliefs, attitudes and experiences of men, women and children in the past.	I can describe and make links between the main events, situations and begin to describe changes across different periods and societies studied.	I can describe and make links between the main events, situations and changes across different periods and societies studied.

Causes and Consequences

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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I can talk about my ideas and make simple comparisons.	I can suggest why something may be different now compared to the past.	I can recognise and begin to explain why people did things, why events happened and what happened as a result.	I can identify and explain reasons for, and results of, historical events, situations and changes in the periods studied.	I can identify and explain reasons for, and results of, historical events, situations and changes in the periods studied. I can make suggestions about what might have happened if things had occurred differently.	I can identify and explain reasons for, and results of, historical events, situations and changes in the periods studied. I can justify my opinion to explain which causes or effects had the greatest impact. I can give reasons as to how events might have occurred differently and begin to explain what the impact of that could have been..	I can identify and explain reasons for, and results of, historical events, situations and changes in the periods studied. I can justify my opinion to explain which causes or effects had the greatest impact. I can give reasons as to how events might have occurred differently and explain what the impact of that could have been..
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Empathy

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can talk about my feelings and think about how other people may feel.	I can describe how people might have felt in the past.	I can describe how people might have felt in the past and begin to use the language of emotion.	I can identify with how people might have felt in the past about historical events, situations and changes and describe this using the language of emotion.	I can identify with how people might have felt in the past about historical events, situations and changes and describe this using more complex language of emotion.	I can step in to some else's shoes in the past and identify with how they must have felt.	I can step in to some else's shoes in the past and identify with how they must have felt using evidence to support this.

HISTORICAL INTERPRETATION

Interpretation and Provenance

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can talk about stories from the past with important historical significance. I can talk about some historical characters from the past.	To know episodes and stories about the past and begin to understand different ways the past can be represented including pictures, films, reconstructions, museums, TV programmes and books. Compare adults talking about the past – how reliable are their memories?	To know episodes and stories about the past and further develop an understanding of the different ways the past can be represented using different sources of evidence including pictures, films, reconstructions, museums, TV programmes and books. I can discuss the reliability of photos/ accounts/stories	I can understand that people represent and interpret the past in many ways, including pictures, films, reconstructions, museums, TV programmes and fictional and non-fictional accounts. I can begin to understand that interpretations of history reflect the intentions of those who made them. I can identify and give reasons for different ways in which the past is represented e.g. compare different versions of the same story.	I can understand that people represent and interpret the past in many ways, including pictures, films, reconstructions, museums, TV programmes and fictional and non-fictional accounts. I can begin to understand that the reliability of a source is affected by its provenance. I can begin to offer reasons for different representations and interpretations. I can look at the evidence available and begin to evaluate the usefulness of different sources.	To understand that people represent the past in many ways, including pictures, film, reconstructions, museums, fictional and non-fictional accounts. To know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this based on the circumstances in which they are made and available evidence. I understand that the reliability of a source is affected by its provenance and therefore judgements about the past should be based on a range of sources.	To understand that people represent the past in many ways, including pictures, film, reconstructions, museums, fictional and non-fictional accounts. To explain that some events, people and changes have been interpreted in different ways and suggest possible reasons for this based on the circumstances in which they are made and available evidence. I understand that the reliability of a source is affected by its provenance and therefore judgements about the past should be based on a range of sources.

						I can link a range of sources to create a balanced viewpoint of the past.
Significance						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can talk about important people.	I understand the meaning of the word significant. I can suggest why an event or individual is significant.	I can recognise and draw comparisons between significant events, explaining their importance.	I can explain the reasons for significant events in a time period, evaluating its importance.	I can identify what makes an event or individual significant within a time period and use my knowledge to draw comparisons.	I can make inferences based on significant events and individuals to make connections.	I can understand cause and consequence and its importance in relation to significant events and individuals and evaluate
HISTORICAL ENQUIRY						
Enquiring about the Past (Including continuity and change)						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can learn about the past using books, the internet, TV or photos.	I can find out about the past from sources of information e.g. written sources, pictorial sources and oral sources.	I can find out about the past from a range of sources including primary and secondary sources; written sources; oral sources; pictorial sources.	I can find out about the events, people and changes studied from an appropriate range of sources of information including: primary and secondary sources; written sources; oral sources; pictorial sources and artefacts. I can begin to use the library and internet to research a specific line of historical enquiry.	I can find out about the events, people and changes studied from an appropriate range of sources of information including: primary and secondary sources; written sources; oral sources; pictorial sources and artefacts and use this evidence to build up a picture of a past event. I can use the library and internet for research with increasing independence to research a specific line of historical enquiry.	I can find out about the events, people and changes studied from an appropriate range of sources of information including: primary and secondary sources; written sources; oral sources; pictorial sources and artefacts and evaluate these sources of information to identify which ones are useful for a particular task. Independently, I can use the library and internet to carry out relevant research. I can begin to gather evidence from several sources together in to an account.	I can find out about the events, people and changes studied from an appropriate range of sources of information including: primary and secondary sources; written sources; oral sources, pictorial sources and artefacts and evaluate these sources of information to identify which ones are useful for a particular task. I can bring knowledge gathered from several sources together in a fluent account.
Artefact Handling						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can explore objects from the past and present and talk about what I see.	I can use artefacts from the period studied (using authentic and replicas where possible) to make judgements about the past and	I can begin to analyse and evaluate artefacts from the period studied (using authentic and replicas where possible) to make judgements	I can analyse and evaluate a range of artefacts from the period studied and begin to show an understanding of authentic pieces and replicas.	I can analyse and evaluate a range of artefacts from the period studied and show an understanding of authentic pieces and replicas. I can make a range of judgements about the past	I can analyse and evaluate a range of artefacts from the period studied showing an understanding of authentic pieces and replicas, being able to conclude on why they are presented in this way.	I can analyse and evaluate about a range of artefacts from the period studied showing an understanding of authentic pieces and replicas, being able to conclude on why they are presented in this way.

	ask questions using What? When? Who? Where? Why?. I can record information gained by handling and observation.	about the past and ask questions. I can record information gained by handling and observation.	I can begin to make a range of judgements about the past using questions provided and begin to draw conclusions about their usefulness as a piece of historical evidence.	using questions and draw conclusions about their usefulness as a piece of historical evidence.	I can make a range of judgements about the past using questions and draw conclusions about their usefulness as a piece of historical evidence.	I can make educated judgements about the past using questions and draw accurate conclusions about their usefulness as a piece of historical evidence.
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Asking and Answering Questions

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can ask simple questions to clarify my understanding. I can answer questions using full sentences.	I can ask simple questions about the past and answer them using books, pictures, artefacts and oral sources based on simple information or observations. I can answer simple questions posed about the past using resources provided.	I can ask questions about the past and answer them using books, pictures, artefacts and oral sources based on information and observations. I can begin to answer a range of questions posed about the past using resources provided.	With support, I can begin to ask and answer my own relevant questions about the past, using research and note taking from a range of structured resources provided.	I can answer and pose my own relevant questions about the past, using research and note taking from a range of sources. I can reference the sources where I found the information from.	I can ask and answer questions, to select and record information relevant to the focus of the enquiry using a range of different sources. I can reference the sources where I found the information from and reflect on their usefulness.	I can ask and answer questions, to select and record information relevant to the focus of the enquiry using a range of different sources. I can reference the sources where I found the information from and critically reflect on their usefulness.

COMMUNICATING KNOWLEDGE AND UNDERSTANDING OF HISTORY

Organisation and Communication

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I can retell stories from the past using small world or role play. I can make pictorial images to show what I have learned.	I can show my knowledge and understanding about the past in different ways: role play, drawing and writing. I can begin to use historical terms with accuracy.	I can write simple stories and accounts about the past. I can draw labelled diagrams and write about them to tell others about people, objects and events from the past. I can use a wider vocabulary of everyday historical terms.	I can present findings about the past using speaking, writing, ICT, drama and drawing skills. I can suggest different ways of presenting information for different purposes. I can use dates and historical terms related to the period of time being studied and a wide bank of vocabulary relating to the passing of time with increasing confidence.	I can present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. I can use dates and historical terms related to the period of time being studied and vocabulary relating to the passing of time accurately.	I can present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. I can use and apply dates and historical terms learnt from previous historical studies and within the context of the current historical period being studied.	I can present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram). I can use and apply dates and historical terms learnt from previous historical studies and within the context of the current historical period being studied.

HISTORICAL TERMS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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NATIONAL CURRICULUM						
EYFS	KEY STAGE 1		KEY STAGE 2			
ELG - Talk about the people around them and their roles in society. Know some similarities and differences between in the past and now, drawing on their experiences and what has been read in class. Recall some important narratives characters and figures from the past encountered in books read in class.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources			
	Pupils should be taught about: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - significant historical events, people and places in their own locality.		Pupils should be taught about: - changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture - the Roman Empire and its impact on Britain Examples (non-statutory) This could include: - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica			

- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion - Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

		Examples (non-statutory) ▪ the changing power of monarchs using case studies such as John, Anne and Victoria ▪ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ▪ a significant turning point in British history, for example, the first railways or the Battle of Britain ▪ the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ▪ Ancient Greece - a study of Greek life and achievements and their influence on the western world ▪ a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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