



History Progression: EYFS and Key Stage 1



	Nursery	Reception	Year 1	Year 2
Historical Enquiry	I can remember and talk about significant events in my own experience. (UW- People and Communities)	I can talk about past and present events in my own life and in the lives of family members. ELG (UW-people and Communities)	I can identify old and new things in a picture.	I can answer questions using a range of artefacts/photographs provided.
	I can develop an understanding of growth, decay and changes over time. (UW- The World 30-50m)	I know about similarities and differences in relation to places, objects, materials and living things. ELG	I can answer questions about an artefact/photograph.	I can answer questions using a specific source, e.g. an information book.
		I can look closely at similarities, difference, patterns and change. (UW- The World 40-60 m)	I can give a plausible explanation about what an object was used for in the past.	I can find out about a famous person from the past and carry out some research on him/her.
				I can research a famous event that has happened in Britain.
				I can research the life of someone who used to live in my local area, using the internet and other sources to find out about them.



	Nursery	Reception	Year 1	Year 2
Knowledge and Interpretation	I can remember and talk about significant events in my own experience. (UW-30-50m- People and Communities)	I can talk about past and present events in my own life and in the lives of family members ELG. (UW-people and Communities)	I can identify the main differences between old and new objects.	I can appreciate that some famous people have helped our lives to be better today.
	I can recognise and describe special times or events for family or friends. (UW-30-50m- People and Communities)	I know about similarities and difference in relation to places, objects, materials and living things. (ELG UW –The World)	I can retell a familiar story set in the past.	I can recount some interesting facts from an historical event, such as where the Great Fire of London started.
		I enjoy joining in with family customs and routines. (UW- People and communities 40-60 months)	I can explain how I have changed since I was born.	I can explain why Britain has a special history by naming some famous events and some famous people.
			I can recount the life of a famous British person who lived in the past, giving attention to what they did earlier and later.	I can explain why someone in the past acted in the way they did.
			I can recognise the difference between past and present in my own and others lives.	I can identify difference between ways of life at different times.



	Nursery	Reception	Year 1	Year 2
Chronological Understanding, Organisation and Communication	I can remember and talk about significant events in my own experience. (UW-30-50m- People and Communities)	I can talk about past and present events in my own life and in the lives of family members ELG (UW-people and Communities)	I can put up to three objects in chronological order (recent history).	I can sequence a set of events in chronological order and give reasons for their order.
	I can use a range of tenses e.g. played, play, playing. (Speaking 30-50m)	I can use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. (ELG 40-60m+)	I can use words and phrases like: old, new and a long time ago.	I can use the words past and present correctly.
	I can use talk to connect experiences, explain what is happening and anticipate what is happening next, recall and relive past experiences. (Speaking 30-50m)	I can use talk to organize, sequence and clarify thinking. (Speaking 40-60+m)	I can tell others about things that happened when I was little and how I have changed since I was born.	I can use phrases and words linked to historical learning.
	I can retell a simple past event in the correct order (e.g. went down slide, hurt finger) (Speaking 30-50m)	I can use everyday language related to time. (M- Shape, Space and Measure 40-60m +)	I can recognise that a story that is read to me may have happened a long time ago.	I can use words and phrases such as: before I was born, when I was younger.
	I can understand some talk about immediate past and future e.g. before, later or soon. (M- Shape, Space and Measure 22-36 months)	I can order and sequence familiar events. (M- Shape, Space and Measure 40-60m +)	I can understand that some objects belong to the past.	I can use a range of appropriate words and phrases to describe the past.
		I can use everyday language to talk about time. (M- Shape, Space and Measure ELG)	I can retell a familiar story set in the past.	
			I can communicate my knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, using ICT	



History Progression: Key Stage 2



	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	I can recognize the part that archaeologists have had in helping us understand more about what happened in the past.	I can use various sources to piece together information about a period of history.	I can appreciate how historical artefacts have helped us understand more about British lives in the past and present.	I can identify and explain my understanding of propaganda.
	I can use various sources of evidence to answer questions.	I can use my information finding skills to help me write about historical information.	I can give more than one opinion to support an historical argument.	I can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.
	I can research a specific event from the past.	I can research similarities and differences between given periods in history.	I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.	I can describe a key event from Britain's past using a range of evidence from different sources.
	I can observe small details on artefacts and pictures.	I can research two versions of an event and say how they differ.	I can begin to identify primary and secondary sources.	I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.
	I can observe small details on artefacts and pictures.	I can ask a variety of questions.		I can recognize primary and secondary sources.
	I can record and select information relevant to the study.	I can begin to evaluate the usefulness of different sources.		



	Year 3	Year 4	Year 5	Year 6
Knowledge and Interpretation	I can find out about everyday lives of people in the time studied.	I can recognise that Britain has been invaded by several different groups over time.	I can describe historical events from the different period/s I am studying/have studied.	I can summarise the main events from a specific period in history, explaining the order in which key events happened.
	I can compare with life in the past with life today.	I can suggest why certain events happened as they did in history by looking for links and effects.	I can make comparisons between historical periods: explaining things that have changed and things which have stayed the same.	I can summarise how Britain has had a major influence on world history.
	I can suggest why certain events happened as they did in history.	I can appreciate why Britain would have been an important country to have invaded and conquered.	I can begin to appreciate that how we make decisions has been through a Parliament for some time.	I can describe features of historical events and people from past societies and periods I have studied.
	I can explain how events from the past have helped shape our lives.	I can appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past.	I can appreciate that significant events in History have helped shape the country we have today.	
		I can offer a reasonable explanation for some events.	I can use dates and historical language in my work.	
		I can use evidence to reconstruct life in the time studied.		



	Year 3	Year 4	Year 5	Year 6
Chronological Understanding, Organisation and Communication	I can describe events and periods using the words: BC, AD and decade.	I can describe events from the past using dates when things happened.	I can place periods of history on a timeline showing periods of time.	I can say where a period of history fits on a timeline.
	I can describe events from the past using dates when things happened.	I can describe events and periods using the words: ancient and century.	I can use my mathematical skills to work exact time scales and differences.	I can place a specific event on a timeline by decade.
	I can place the time studied on a timeline.	I can place events from the period studied on a timeline.	I can use dates and historical language in my work.	I can place features of historical events and people from the past societies and periods in a chronological framework.
	I can use my mathematical knowledge to work out how long ago events in recent and local history would have happened.	I can use my mathematical knowledge to work out how long ago events may have happened.	I can begin to build up a picture of what main events happened in Britain/the world during different centuries.	I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.
		I can use my mathematical skills to round up time differences into centuries and decades.	I can plot recent history on a timeline using centuries.	
	I can recall, select and organize historical information. I can communicate my knowledge and understanding.		I can select and organize information to produce structured work, making appropriate use of dates and terms.	