

History Subject Progression Nursery – Year 6

	Three and Four-Year-Olds	Reception	Year 1	Year 2
Chronological Understanding	<p>I can begin to understand my life story.</p> <p>I can understand my family and their history.</p>	<p>I can comment on images of familiar situations in the past.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p>	<p>I can put up to three objects in chronological order.</p> <p>I can use common words relating to time (such as old, new and a long time ago.)</p> <p>I can talk about changes within living memory.</p> <p>I tell others about things that happened when I was little.</p> <p>I can recognise that a story that is read to me may have happened a long time ago.</p> <p>I can understand that some objects belonged to the past.</p> <p>I can retell a familiar story set in the past.</p> <p>I can explain how I have changed since I was born.</p>	<p>I can use common words and phrases relating to the passing of time (such as 'before I was born' and 'when I was younger'.)</p> <p>I can use the words past and present correctly.</p> <p>I can use a range of appropriate words and phrases to describe the past.</p> <p>I can sequence a set of events in chronological order</p> <p>I can give reasons for their order.</p>

History Subject Progression Nursery – Year 6

	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>I can describe events and periods using the words: BC, AD and decade.</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened. (<i>narratives within and across periods studied</i>)</p> <p>I can use my mathematical knowledge to work out how long ago events in recent and local history happened.</p>	<p>I can describe events from the past using dates when things happened.</p> <p>I can describe events and periods using the words 'ancient' and 'century'.</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 use my mathematical knowledge to work out how long ago events happened.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>I can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain. (<i>narratives within and across periods studied</i>).</p>	<p>I can place periods of history on a timeline showing periods of time.</p> <p>I can plot recent history on a timeline using centuries.</p> <p>I can use my mathematical skills to work exact time scales and differences.</p> <p>I can use dates and historical language in my work.</p> <p>I can begin to build up a picture of what main events happened in Britain and the world during different centuries.</p>	<p>I can say where a period of history fits on a timeline.</p> <p>I place a specific event on a timeline by decade.</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>

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, so we 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

History Subject Progression Nursery – Year 6

	Three and Four-Year-Olds	Reception	Year 1	Year 2
Knowledge and Interpretation		<p>I can talk about the lives of people around me and their roles in society.</p> <p>I can understand the past through settings, characters and events encountered in books and storytelling.</p>	<p>I can appreciate that some famous people have helped our lives be better today.</p> <p>I can begin to find similarities and differences between ways of life in different times.</p> <p>I can begin to identify the main differences between old and new objects, such as toys.</p> <p>I can understand that we have a queen who rules us and that Britain has had a king or queen for many years. (<i>significant individuals who have contributed to national life</i>).</p> <p>I can recount the life of someone famous from Britain who lived in the past.</p> <p>I can give attention to what they did earlier and what they did later.</p> <p>I can recognise that we celebrate certain events, because of what happened many years ago.</p>	<p>I can explain how my local area was different in the past.</p> <p>I can recount some interesting facts from an event beyond living memory, such as where the fire of London started.</p> <p>I can explain why Britain has a special history by naming some famous events and some famous people.</p> <p>I can explain why someone in the past acted in the way they did.</p>

	Year 3	Year 4	Year 5	Year 6
Knowledge and Interpretation	<p>I can appreciate that the early Brits would not have communicated or eaten as we do.</p>	<p>I can recognise that Britain has been invaded by several different groups over time.</p>	<p>I can describe historical events from the different periods I am studying/have studied.</p> <p>I can make comparisons between historical periods, explaining things</p>	<p>I can summarise the main events from a specific period in history, explaining the order in which key events happened.</p>

History Subject Progression Nursery – Year 6

	<p>I can begin to picture what life would have been like for the early settlers.</p> <p>I can suggest why certain events happened as they did in history. (<i>construct informed responses using relevant information</i>)</p> <p>I can explain how events from the past have helped shape our lives.</p>	<p>I can suggest why certain events happened as they did in history. (<i>construct informed responses</i>)</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.</p> <p>I can begin to appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>	<p>which have changed and things which have stayed the same.</p> <p>I can begin to appreciate that how we make decisions 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 gain a good understanding about how crime and punishment has changes over the years.</p>	<p>I can summarise how Britain has had a major influence on world history.</p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>I can describe features of historical events and people from past societies and periods I have studied.</p> <p>I can recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>
--	---	--	---	---

	Three and Four-Year-Olds	Reception	Year 1	Year 2
Historical Enquiry		<p>I can find some similarities and differences between things in the past and now.</p>	<p>I can spot old and new things in a picture. (<i>awareness of the past</i>)</p> <p>I can answer questions using an artefact/ photograph provided.</p> <p>I can give a plausible explanation about what an object was used for in the past.</p> <p>I can find out more about a famous person from the past.</p> <p>I can carry out some research on the lives of significant individuals.</p>	<p>I can answer questions using a range of artefacts/ photographs provided.</p> <p>I can answer questions by using a specific source, such as an information book.</p> <p>I can research the life of a famous Briton from the past using different resources to help me.</p> <p>I can research a famous event that happens in Britain and know why it has been happening for</p>

History Subject Progression Nursery – Year 6

				<p>some time. (<i>events beyond living memory</i>)</p> <p>I can research the life of someone who used to live in my area using the internet and other sources.</p>
	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>I can recognise the role that archaeologists have played in helping us understand more about what happened in the past.</p> <p>I can use various sources of evidence to answer questions,</p> <p>I can research a specific event from the past and then write about it.</p>	<p>I can recognise the role that archaeologists have played in helping us understand more about what happened in the past.</p> <p>I can use various sources to piece together information about a period in history.</p> <p>I can use my 'information finding' skills to help me write about historical information.</p> <p>I can identify similarities and differences between given periods in history.</p> <p>I can research two versions of an event and say how they differ.</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 give more than one reason to support a historical argument. (<i>construct informed responses using relevant historical information</i>)</p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</p>	<p>I can identify and explain my understanding of propaganda.</p> <p>I can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</p>

Key

Statements taken from the National Curriculum

Additional steps to aid progression of skills and knowledge