

History Progression - *chronology, historical knowledge, historical enquiry, communication and presentation*

EYFS	(All objectives are themed around the children and their immediate place within time and history. They will begin to use sequential language to start to order events and learn about the lives of significant people who've changed our lives) I can say what I did over the holidays I can talk about my own timeline I can explain about who is in my family I can say what I've celebrated in the past. I can explore previous space travel. I can talk about a significant person (Neil Armstrong). I can say how I've changed since I was a baby. I can say what our parents looked like when they were babies. I can investigate our school's past. I can talk about what happens to me throughout the year, I can talk about which people are important and have been important in our world. I can talk about a significant person (David Attenborough). I can talk about when people are born. I can talk about what has changed since the start of the year. I can talk about a significant person (Queen Elizabeth).	Sequence events in children's lives. Recall some facts about people/events before living memory using sequencing language. Look at books, videos, photographs, pictures and artefacts to find out about the past. Look at objects from the past and ask questions. Sort events or objects into groups (i.e. then and now.). Use timelines to order personal events or objects.	
Y1	Changes in Popular Culture I know about people from the past. I know who The Beatles were. (knowledge of The Beatles) I answer questions from a photograph. I can identify objects from the past. (name objects from the past) I can use phrases like, 'when mummy and daddy little...'. (use of sequential language) I know some famous people have helped our lives be better today. I know that music has changed over time. (changes in music over time) I know that some objects belonged in the past. I can answer questions using a range of artefacts. I can explain what an object was used for in the past. (uses of 'old' objects) I can identify the differences between old and new objects. (comparison between objects) Changes in Local Area I can answer questions from a photograph. I can identify objects from the past. (name objects from the past) I can explain why certain objects were different in the past. (uses of 'old' objects) I can explain what an object was used for in the past. (uses of 'old' objects) I can talk about an important event from the past. I know some famous people have helped our lives be better today. I know how my local area has changed over time. (changes in local area over time) I can talk about things that happened when I was younger. (use of sequential language) I can put things in chronological order. (sequencing events) I can use language to show time order. (use of sequential language)	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Recall some facts about people/events before living memory. Say why people may have acted the way they did. Look at books, videos, photographs, pictures and artefacts to find out about the past. Look at objects from the past and ask questions. Sort events or objects into groups (i.e. then and now.). Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.	Changes in living memory over time extending to changes in national life. Events beyond living memory that are significant nationally or globally. Lives of significant individuals. Significant historical events, people and places in the local area.

	I can compare how people travel now and in the past. (compare transport over time)		
Y2	Changes in Local Area I can sequence events in Leigh's past. (sequencing events) I can discuss the life of a child 150 years ago in Leigh. (comparison outside living memory) I can find out about schools 150 years ago. (change in schools outside living memory) I can compare houses in Leigh 150 years ago to houses today. (change in houses outside living memory) I can compare jobs 100 years ago to jobs now. (change in jobs outside living memory) I can compare old music. (change in music over time) LS Lowry I can create a timeline of LS Lowry's life. (sequencing events of Lowry's life) I can create a report about LS Lowry. (Lowry's life) I can compare two LS Lowry paintings. (comparison of Lowry's work) I can compare LS Lowry to _____. (comparison of Lowry) I understand how LS Lowry is relevant to my local area. (Lowry's significance to local area) Queen Elizabeth II I can order the monarchs in British history within 150 years. (British monarchs) I can create a timeline of Queen Elizabeth's life. (sequencing events of Queen Elizabeth's life) I can discuss key events that have happened when the Queen reigned England. (events during Queen Elizabeth's reign) I understand what the British Empire was. (understanding of British Empire) I understand British currency. (understanding of £ sterling) I can talk about what happened when King Charles became monarch. (understanding of coronation)	Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events. Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	Changes in living memory over time extending to changes in national life. Events beyond living memory that are significant nationally or globally. Lives of significant individuals. Significant historical events, people and places in the local area.
Y3	Stone Age, Iron Age, Bronze Age I can use a timeline to place historical events in chronological order. (sequencing events) I can describe leisure activities during the Stone, Iron and Bronze Ages. (leisure in Stone, Iron and Bronze ages) I can describe buildings and their uses by people during the Stone, Iron and Bronze Ages. (buildings in Stone, Iron and Bronze ages) I can use evidence of houses during the Stone, Iron and Bronze Ages. (houses in Stone, Iron and Bronze ages) I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). (understanding of BC and AD) I can ask questions and find answers about during the Stone, Iron and Bronze Ages. (using historical sources) I can describe the clothes, way of life and behaviour of people during the Stone, Iron and Bronze Ages. (clothing and way of life in Stone, Iron and Bronze ages) Ancient Egyptians I can locate Egypt on a map and locate famous Egyptian landmarks. (locational knowledge)	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past. Use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Events beyond living memory that are significant nationally or globally. Lives of significant individuals. Changes in living memory over time extending to changes in national life. Significant historical events, people and places in the local area. Changes in Britain from Stone Age to Iron Age. Achievement of earliest civilisations. A local history study.

	I understand who the Ancient Egyptians were. (Ancient Egyptians as a civilisation) I can order events in Egypt's history. (sequencing events) I understand who Howard Carter was. (significance of Howard Carter) I can identify the steps in mummification. (concept of mummification) I understand the Ancient Egyptians' beliefs. (what Egyptian life was like) I understand what hieroglyphics are and how they were used. (aspect of Egyptian life) Local History		
Y4	Romans I understand the term 'invasion'. (what invasion is and reason for it) I can locate Rome and order events in its history. (locational knowledge) I understand the Roman influence on Britain. (changes Romans made to Britain) I understand life as a Roman. (what Roman life was like) I understand the significance of Boudicca. (significance of Boudicca) I can recreate an aspect of Roman battle. (what Roman battle was like) I can compare significant Roman figures. (significance of Julius Caesar, Nero, Claudius) I can present my findings on the Romans. (presenting learning) Ancient Greeks I understand the influence of the Ancient Greeks on modern day life. (influence of Greeks) I can compare Greek Gods and Goddesses. (Greek Gods and Goddesses) I can compare the Ancient Greek Olympics to the modern day Olympic Games. (change in Olympic Games over time) I understand the concept of democracy. (concept of democracy) I can show Ancient Greek life through artwork. (how art showed culture) I can display the history and culture of Greece. (presenting learning) Crime and Punishment I understand the need for laws and where they came from. (how/why laws began) I know what the Magna Carta is and its importance today. (what Magna Carta is and its significance) I understand what parliament is and how it links to law making. (what parliament is) I know where parliament began. (where/why parliament began) I can compare 12th and 13th century punishments to modern day punishments. (changes to punishment) I can compare the 12th and 13th century court system to modern day court. (changes to court system)	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events and dates on a timeline. Describe the main changes in a period in history. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today. Use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Events beyond living memory that are significant nationally or globally. Lives of significant individuals. The Roman Empire and its impact in Britain. Ancient Greece. Aspect of British history beyond 1066.
Y5	Anglo-Saxons and Vikings I can understand who the Anglo Saxons were and where they came from. (where the Anglo Saxons came from and why) I understand who the Vikings were and where they came from. (where the Vikings came from why) I understand the Anglo-Saxon religion and beliefs. (Anglo Saxons were pagans) I can give examples of how Anglo-Saxons influenced Britain today. (Anglo Saxon place names)	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Events beyond living memory that are significant nationally or globally. Lives of significant individuals. Significant historical events, people and places in the local area. Aspect of British history beyond 1066.

	I can identify how crime and punishment has changed over the years. (Anglo Saxon punishments for crimes) I can understand the significance of King Alfred. (who King Alfred was and the 7 kingdoms) I can give examples of how Vikings influenced Britain today. (Viking influence on Britain) I can replicate an aspect of Viking life. (what Viking life was like) I can plan and construct part of a model Anglo-Saxon/ Viking settlement. (what past settlements were like) Golden Age of Islam I can sequence events within the 'Golden Age'. (what the Golden Age of Islam was) I can label countries within the Islamic Empire. (locational knowledge) I can detail the city of Baghdad. (what made up Baghdad) I can use art and culture to learn about 'The Golden Age'. (how art showed culture) I can detail 'The House of Wisdom'. (what the House of Wisdom was) I understand the role that 'The Golden Age' played in improving healthcare. (The Golden Age's link to healthcare) I understand why 'The Golden Age of Islam' came to an end. (cause of the end of Golden Age)	Find documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.	Non-European civilisation to compare with Britain. The Anglo-Saxon and Viking struggle for the Kingdom of England. Britain's settlement by Anglo-Saxons.
Y6	Gunpowder Plot and Treason I can explain who the Roundheads and Cavaliers were. (who Roundheads and Cavaliers were) I can identify the key causes in the English Civil War. (causes of Civil War and location of battles) I can describe key differences between Catholics and Protestants. (difference in Christianity) I can identify the battles in the English Civil War. (causes of Civil War and location of battles) I can explain who Oliver Cromwell is. (significance of Oliver Cromwell) I can use historical evidence to form a judgement on Oliver Cromwell's actions. (source analysis) I can explain the significance of Charles I's execution. (significance of Charles I's execution) I can compare the outcome of the Gunpowder Plot to the English Civil War. (events and those involved in Gunpowder Plot) I can explain the impact of The Great Fire of London on the capital. (impact of Great Fire of London) I can explain how Samuel Pepys' diary helps us understand more about British lives in the past. (source analysis) Battle of Britain I can explain why WWII began and order events from early in the war on a timeline. (cause of WWII and its early events) I can label countries involved in WWII on a map. (countries involved in WWII) I can explain the importance of Winston Churchill in Britain's success in WWII. (significance of Winston Churchill) I can explain the role of the Spitfire and RAF in WWII. (role of RAF) I can form an account of The Battle of Britain taking different side into account including world leaders. (source analysis)	Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Choose reliable sources of information to find out about the past and explain why they are reliable. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) Find documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past, assessing their validity. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.	Events beyond living memory that are significant nationally or globally. Lives of significant individuals. Aspect of British history beyond 1066.

	I can explain the importance of The Battle of Britain. (importance of The Battle of Britain during WWII)		
--	--	--	--