

History Progression Framework

As a Historian at St Thomas'...

Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>I can talk about events in my life.</p> <p>I can discuss where I live.</p> <p>I can discuss my family.</p>	<p>As an historian: 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>As an historian: 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 time scales.</p> <p>I can connect my new learning of historical people or events to others that I have learnt about before.</p>	<p>As a historian: I can begin to use dates and historical terms to describe events.</p> <p>I can begin to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can begin to understand the concept of change over time.</p>	<p>As a historian: I can use dates and historical terms to describe events.</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 create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<p>As a historian: 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 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 a timeline.</p>	<p>As a historian: 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 describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>I can understand the concepts of continuity and change over time, representing them, along with</p>

						<p>I can begin to make connections and contrasts between different time periods studied.</p>	<p>evidence, on a timeline.</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 timeline.</p> <p>I can make connections and contrasts between different time periods studied and talk about trends over time.</p>
<p>Range and Depth of Historical Knowledge</p>	<p>I can talk about some of the things I have seen, such as plants, animals, natural and found objects.</p> <p>I can talk about me and my family.</p>	<p>I can find out more about a famous person from the past and carry out some research on them.</p> <p>I can find out something about the past by talking to an older person.</p>	<p>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</p>	<p>I can begin to compare some of the times studied with those of other areas of interest around the world.</p> <p>I can beginning to describe the social, cultural or religious diversity of past societies.</p>	<p>I can explain how events from the past have helped shape our lives today</p> <p>I can describe changes that have happened in the locality of the school throughout history.</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.</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</p>

		<p>I can show an understanding of the word 'nation' and the concept of a nation's history.</p> <p>I can show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.</p>	<p>resources to help me.</p> <p>I can explain why Britain has a special history by naming some famous events and some famous people.</p>	<p>I can beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>I can give a broad overview of life in Britain under the Roman Empire</p> <p>I can begin to appreciate why Britain would have been an important country to have invaded and conquered.</p>		<p>I can give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>I can make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</p>	<p>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>
Historical Enquiry	<p>I can talk about how I am the same as some people and different from others.</p> <p>I can talk about experiences I have had.</p>	<p>As a historian: I can show some understanding of how people find out about the past.</p> <p>I can show some understanding of how evidence is collected and</p>	<p>As a historian: I can understand and talk about how people find out about the past.</p> <p>I can ask questions such as: What was it like for people? What</p>	<p>As a historian: I can begin to use evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to use research skills in</p>	<p>As a historian: I can use evidence to ask questions and find answers to questions about the past.</p> <p>I can use more than one source of evidence for historical enquiry</p>	<p>As a historian: I can devise historical questions about the period I am studying.</p> <p>I can seek out and analyse a range of evidence in order to justify</p>	<p>As a historian: I can devise historical questions about change, cause, similarities and differences, and significance relating to the period.</p>

		<p>used to make historical facts.</p> <p>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>happened? How long ago?</p> <p>I can answer questions by using a specific source, such as an information book.</p>	<p>finding out facts about the time period I am studying.</p> <p>I can begin to compare and contrast different forms of evidence in my research.</p>	<p>in order to gain a more accurate understanding of history.</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.</p> <p>I can begin to recognise the part that archaeologists have had in helping us understand more</p>	<p>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 appreciate how historical artefacts have helped us understand more about British lives in the present and past.</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 am studying I can seek out and analyse a wide 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 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</p>
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