



RADDLEBARN PRIMARY SCHOOL PROGRESSION IN HISTORY

Area of Study			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resources
Chronological	As a historian I	As a historian I can:	As a historian I can:	As a historian I	As a historian I	As a historian I can:	As a historian I can:	As a historian I can:	
Understanding	can:			can:	can:				
_		Talk about past	Put up to three			Use dates and	Use dates and	Use dates and historical	
	Retell a simple	and present events	objects in	Place events or	Begin to use dates	historical terms to	historical terms more	terms accurately in	
	past event in	in my own life and	chronological order	artefacts in order	and historical	describe events.	accurately in	describing events.	
	correct order	in the lives of family	(recent history) on a	on a timeline.	terms to describe		describing events.		
	(e.g. went	members	time line.		events.	Use a timeline within		Place features of historical	
	downslide, hurt			Label timelines		a specific time in	Place features of	events and people from	
	finger).	Understand and	Label timelines with	with pictures,	Begin to use a	history to set out the	historical events and	past societies and periods	
		use vocabulary	pictures, words or	words or phrases	timeline within a	order things may	people from past	in a chronological	
	Remember	such as: yesterday,	phrases.	and give reasons	specific time in	have happened.	societies and	framework.	
	and talk about	last week, at the		for their order.	history to set out		periods in a		
	significant	weekend, this	Tell others about	h failes	the order things	Begin to recognise	chronological	Create timelines which	
	events in my	morning, last night.	changes that have	Make connections	may have	and quantify the different time	framework.	outline the development	
	own		happened in my own life since I was	between long-	happened.	periods that exist	Create timelines	of specific features, such as medicine; weaponry;	
	experience.		born.	and short-term-	Begin to	between different	which outline the	transport, etc.	
			bom.	time scales. Use	recognise and	groups that invaded	development of	irunspon, erc.	
	Understand		Talk about how	dates to talk	quantify the	Britain.	specific features,	Describe the main	
and use	and use		thinas have	about people or	different time	billain.	such as philosophy,	changes in a period of	
	vocabulary		changed since my	events from the	periods that exist	Place events,	ideas, democracy,	history (using terms such	
	such as:		parents or	past. (when	between different	artefacts and	changes in power.	as: social, religious,	
	yesterday, last		grandparents were	appropriate)	groups that	historical figures on a		political, technological	
	week, at the		children. Use dates		invaded Britain.	timeline using dates.	Describe the main	and cultural).	
	weekend, this		to talk about people	Connect my new		0	changes in a period	,	
	morning, last		or events from the	learning of	Place events,	Understand the	of history (using	Identify periods of rapid	
	night.		past. (when	historical people	artefacts and	concept of change	terms such as:	change in history and	
			appropriate)	or events to others	historical figures	over time,	social, religious and	contrast them with times of	
				that I have learnt	on a timeline	representing this,	cultural).	relatively little change.	
			Understand and use	about before.	using dates.	along with			
			vocabulary such as:			evidence, on a time	Identify periods of	Understand the concepts	
			in order, a long time	Understand and	Begin to	line.	rapid change in	of continuity and change	
			ago, recently, when	use vocabulary	understand the	the standard standard stand	history and begin to	over time, representing	
			my parents/carers,	such as: in order,	concept of	Understand and use	contrast them with	them, along with	
			grandparents were children, in the	a long time ago, recently, when my	change over time, representing	appropriate historical vocabulary	times of relatively little change.	evidence, on a time line.	
			times.	parents/carers,	this, along with	to communicate,	inne chunge.	Explain the chronology of	
			111105.	arandparents	evidence, on a	including: dates,	Begin to understand	different time periods	
				were children,	time line.	time period, era,	the concepts of	(local, British and world	
				years, decades		change,	continuity and	history) and how they	
				and centuries, in	Understand and	chronology, ancient,	change over time,	relate to one another on a	
				my lifetime, in my	use appropriate	century, decade	representing them,	time line.	

				parents'/carers'	historical		along with some		
				lifetime, modern,	vocabulary to		evidence, on a time	Make connections and	
				old-fashioned,	communicate,		line.	contrasts between	
				long term, short	including: dates,			different time periods	
				term, timeline,	BC, AD, time		Explain the	studied and talk about	
				time scale, in the	period, change,		chronology of	trends over time.	
				period, in	ancient, century,		different time		
				times.	decade		periods (local, British	Understand and use	
							and world history)	appropriate historical	
							and how they relate	vocabulary to	
							to one another on a	communicate, including:	
							time line.	dates, time period, era,	
								chronology, continuity,	
							Begin to make	change, century, decade,	
							connections and	legacy.	
							contrasts between		
1						1	different time		
	1						periods studied and		
	1						talk about trends		
	1						over time.		
	1								
							Understand and use		
							appropriate		
							historical		
							vocabulary to		
							communicate,		
							including: dates,		
							time period, era,		
							chronology,		
							a a a tinuitu a bara a a		
							continuity, change,		
Historical Enquiry	Question why	Answer how and	As a historian L can:	As a historian l	As a historian l	As a historian I can:	century, decade.	As a historian L can:	
Historical Enquiry	Question why things happen.	Answer how and why questions	As a historian I can:	As a historian I can:	As a historian I can:	As a historian I can:		As a historian I can:	
Historical Enquiry	Question why things happen.	why questions		As a historian I can:	As a historian I can:		century, decade. As a historian I can:		
Historical Enquiry	things happen.	why questions about experiences	Show some	can:	can:	Use evidence to ask	century, decade. As a historian I can: Devise historical	Devise historical questions	
Historical Enquiry	things happen. Begin to	why questions about experiences and in response to	Show some understanding of	can: Understand and	can: Begin to use	Use evidence to ask questions and find	century, decade. As a historian I can: Devise historical questions about the	Devise historical questions about change, cause,	
Historical Enquiry	things happen. Begin to understand	why questions about experiences	Show some understanding of how people find out	can: Understand and talk about how	can: Begin to use evidence to ask	Use evidence to ask questions and find answers to questions	century, decade. As a historian I can: Devise historical questions about the period I am	Devise historical questions about change, cause, similarities and differences,	
Historical Enquiry	things happen. Begin to understand 'why' and	why questions about experiences and in response to stories or events.	Show some understanding of	can: Understand and talk about how people find out	can: Begin to use evidence to ask questions and find	Use evidence to ask questions and find	century, decade. As a historian I can: Devise historical questions about the	Devise historical questions about change, cause, similarities and differences, and significance relating	
Historical Enquiry	things happen. Begin to understand 'why' and 'how'	why questions about experiences and in response to stories or events. Understand and	Show some understanding of how people find out	can: Understand and talk about how	can: Begin to use evidence to ask questions and find answers to	Use evidence to ask questions and find answers to questions about the past.	century, decade. As a historian I can: Devise historical questions about the period I am	Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am	
Historical Enquiry	things happen. Begin to understand 'why' and	why questions about experiences and in response to stories or events. Understand and use vocabulary	Show some understanding of how people find out	can: Understand and talk about how people find out	can: Begin to use evidence to ask questions and find answers to questions about	Use evidence to ask questions and find answers to questions about the past. Suggest suitable	century, decade. As a historian I can: Devise historical questions about the period I am	Devise historical questions about change, cause, similarities and differences, and significance relating	
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			information book or pictures. Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate.	source, such as an information book. Research the life of someone who used to live in my area using the Internet and other sources to find out about them. Research the life of a famous Bitlon from the past using different resources to help me. Understand and use vocabulary such as: questions,	Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past. Begin to use research skills in finding out facts about the time period I am studying. Begin to compare and contrast different forms of evidence in my research.	happened in the past. Use my research skills in finding out facts about the time period I am studying. Compare and contrast different forms of evidence. Research what it was like for men, women and children in a given period from the past and use different forms to present my findings.	Test out a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use some different sources of evidence to deduce information about the past. Select suitable sources of evidence, sometimes giving reasons for choices.	Test out a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use a wide range of sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Give more than one reason to support an historical argument. Identify and explain my
					Begin to research			Identify and explain my understanding of
				evidence, collect, points of view,	what it was like for specific people		Give a reason to support an historical	propaganda.
				opinion, historical, information, research, sources	e.g. children, during the time period I am		argument. Identify propaganda and	Refine lines of enquiry as appropriate.
				of information, resources,	studying.		begin to show my understanding of it.	
				artefacts, objects, historians, investigate			Refine lines of enquiry as	
111-1	As a bistoria:	A	A	J. J	As a bistorian I	A	appropriate.	
Historical Knowledge and	As a historian I can:	As a historian I can:	As a historian I can:	As a historian I can:	As a historian I can:	As a historian I can:	As a historian I can:	As a historian I can:
Interpretation	Develop an understanding of growth, decay and changes over time.	Make observations of animals and plants and explain why some things occur, and talk about changes.	Answer questions using a range of artefacts/ photographs/picture s provided. Talk about the different ways that the past is represented.	Describe historical events. Describe significant people from the past and talk about what	Begin to give reasons why certain events happened as they did in history. Begin to talk	Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history.	Answer historical questions, using information and evidence that I have carefully considered and selected.	Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.
	Comment and ask questions about aspects of my familiar world such as	similarities, differences, patterns and change.	Recount some interesting facts from an historical event.	they did. Explain the causes of an historical event and what	about why certain people acted as they did in history. Begin to explain	Explain how events from the past have helped shape our lives today.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.
	the place where I live or	Understand and use vocabulary such as: I can see, I saw, same,		the	how events from the past have	Begin to appreciate why Britain would have been an	Describe with some detail any historical events from the	Describe in detail any historical events from the

	the natural	different, similar,	Talk about some	000000000000	holpod shapo our	important country to	different period/s I	different period/s am
	the natural world.	change, what	Talk about some important people	consequences were.	helped shape our lives today.	important country to have invaded and	anterent period/s i am studying/have	alterent period/s I am studying/have studied.
	wona.	happened.,	from the past.	weie.	11405 1000y.	conquered	studied.	siouying/nuve siouleu.
		because, explain.	nom me pasi.			conquered	siocled.	
	Understand	because, explain.		Explain what	Begin to	Compare some of		Make comparisons and
	and use		Talk about how their	impact that	appreciate why	the times studied	Make comparisons	contrasts between
	vocabulary		actions changed the	significant events	Britain would have	with those of other	and contrasts	historical periods;
	such as: I can		way we do things	from the past	been an	areas of interest	between historical	explaining things that
	see, I saw,		today.	have had on the	important country	around the world.	periods; explaining	have changed and things
	same, different, change, what			way we live today.	to have invaded and conquered.		things that have changed and things	which have stayed the same.
	happened.,		Recognise that there	louuy.	una conquerea.	Describe the social,	which have stayed	sume.
	why, because.		are reasons why			ethnic, cultural or	the same.	
	wity, because.		people in the past	Talk about	Begin to describe	religious diversity of	ine same.	Appreciate that significant
			acted as they did.	similarities and differences	changes that	past societies.		events in history have
				between two	have happened in the locality of		Appreciate that significant events in	helped shape the country we have today.
			Tell you how I found	different time	the school	Describe the	history have helped	we have loady.
			out about people or	periods.	throughout	characteristic	shape the country	
			events in the past.	p01003.	history.	features of the past,	we have today.	Show an awareness of the
				Eveloin hereite		including ideas, beliefs, attitudes and		concept of propaganda
			Find out more about	Explain how local people or events	Begin to compare	experiences of men.	Show an awareness	and how historians must understand the social
			a famous person	in history have	some of the times	women and	of the concept of	context of evidence
			from the past and	changed things	studied with those	children.	propaganda and	studied.
			carry out some	nationally or	of other areas of	crindron.	how historians must	sidulea.
			research on him or	internationally.	interest around	Describe different	understand the	t de setté : e e setter de seu el
			her.		the world.	accounts of an	social context of	Identify continuity and
				Explain why		historical event,	evidence studied.	change in the history of
			Find out something	someone in the	Begin to describe	explaining some of		the locality of the school.
			about the past by	past acted in the	the social, cultural	the reasons why the	Give a broad	
			talking to an older	way they did.	or religious	accounts may differ.	overview of life in	Make connections,
			person.	ina, ino, alai	diversity of past		Britain and some	compare and contrast some of the times studied
				Choose and use	societies.	Suggest causes and	major events from	with those of the other
			Recognise that some	parts of stories or		consequences of some of the main	the rest of the world.	areas of interest around
			forms of evidence	other sources to	Begin to describe	some of the main events and changes		the world.
			are more reliable	show that I	the characteristic	in history.	Make connections,	
			than others when finding out about	understand	features of the	in marchary.	compare and	Describe the social, ethnic,
			the past.	events or people	past, including	Use literacy,	contrast some of the	cultural or religious
			ine pusi.	from the past.	beliefs, attitudes	numeracy and	times studied with	diversity of past society.
			Shour an		and experiences	computing skills to a	those of the other	
			Show an understanding of the	Explain why Britain	of men, women	good standard to	areas of interest	Describe the characteristic
			word 'nation' and	has a special	and children.	communicate	around the world.	features of the past,
			the concept of a	history by naming		information about		including ideas, beliefs,
			nation's history.	some famous	Begin to describe	the past.	Describe the social,	attitudes and experiences
			nanor s norory.	events and some	different accounts		ethnic, cultural or	of men, women and
			Show an	famous people.	of an historical		religious diversity of	children.
			Show an understanding of		event, explaining		past society.	
			concepts such as	Talk about what	some of the			Explain how some aspects
			monarchy,	type of evidence	reasons why the		Describe the	of history/historical events
			parliament, war and	is reliable when	accounts may differ.		characteristic	have had an impact
			peace when	finding out about	uner.		features of the past,	elsewhere in the world.
			learning about	the past.			including ideas,	
			historical events.		Talk about the		beliefs, attitudes	Use literacy, numeracy
				Talk about a	causes and		and experiences of	and computing skills to an
				'nation', an	consequences of			exceptional standard to
L L		1	1		1	I		sitesplicital standard to

Understand and use	aspect of its	some of the main	men, women and	communicate information	
vocabulary such as:	history and the	events and	children.	about the past.	
find out, explain,	impact it has had	changes in history.			
facts, reasons,	on the nation.	о <i>,</i>	Explain how some	Use original ways to	
events, actions.					
		Use literacy,	aspects of	present information and	
	Show an	numeracy and	history/historical	ideas	
	understanding of	computing skills to	events have had an		
	concepts such as	communicate	impact elsewhere in		
	civilisation,	information about	the world.		
	monarchy,	the past.			
	parliament,		Use literacy,		
	democracy, war		numeracy and		
	and peace when		computing skills to		
	talking about				
	historical people		an exceptional standard to		
	and events.				
			communicate		
			information about		
	Create my own		the past.		
	accounts of				
	historical people		Use original ways to		
	or events.		present information		
			and ideas.		
	Understand and				
	use vocabulary				
	such as: find out,				
	explain, reasons,				
	events, causes,				
	consequences,				
	impact, affected,				
	actions, time				
	periods.				