



Believe Enjoy Succeed Together

“I can do everything through God who gives me strength”

Philippians 4:13

Cronton Church of England Primary School

Knowledge and skills Empower You to Succeed

Progression of Skills in History

Chronology Develop, then demonstrate an awareness of the past, relating to the passing of time using historical language and timelines..

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I am beginning to use vocabulary in relation to time in my play Eg today, yesterday, tomorrow,, year, month, days of week ,names , old, new, months of the year names,, before, after, next,, now then, next</p> <p>I can use talk to connect ideas and explain what is happening.</p> <p>I can predict and</p>	<p>I can use Key Vocabulary in relation to time old, new, now, then, month, year, last year, yesterday, week, last week, a long time ago, calendar , date, timeline</p> <p>I can sequence events from my own life.</p> <p>I can compare toys and types of transport (bikes,</p>	<p>I can use all Key Vocabulary from Year 1 in relation to time and in addition other words and phrases such recently, before, after, past, present, x weeks ago, x years ago, later, century, decade</p> <p>I can recount, describe and sequence events from my own life and compare them to events of relatives</p>	<p>I can use all Key Vocabulary from KSI in relation to time and in addition I know millennium is 1000 years</p> <p>I know a timeline can be divided into BC and AD and I can order AD dates</p> <p>I can sequence significant events within the time period studied</p> <p>I can place the</p>	<p>I can use all previous key vocabulary and concepts relating to time and in addition use terms pre and post , ACE and BCE</p> <p>I can order BC (BCE) and AD (ACE) dates</p> <p>I can identify changes within the Greek period</p>	<p>I can use all previous key vocabulary and concepts relating to time</p> <p>I can construct a time line and place 3 or more different time periods on it with dates and period labels.</p> <p>I know some dates of key events from the Viking period and I can sequence these.</p>	<p>I can use all previous key vocabulary and concepts relating to time</p> <p>I can describe the main social, religious, political, technological and cultural aspects of all periods studied</p> <p>I can construct a timeline of periods studied using period labels and dates, demonstrating periods of time and passing of time.</p>

<p>follow regular routines and anticipate events, saying what might happen next</p> <p>I can recall and relive past events, using talk to organise and sequence events</p> <p>I can use a range of tenses correctly – eg play, playing, played, will play</p> <p>I can follow a pictorial timeline of daily events</p> <p>I can sequence a series of at least 3 simple pictures</p> <p>I am beginning to</p>	<p>cars, buses and trains) from 2 different generations place in order of age on a prepared timeline of up to 100 years)</p> <p>I can remember parts of stories and memories about the past</p> <p>I can recite the days of the week in order</p> <p>I can place the Gunpowder Plot and the Battle of Hastings on a timeline and I know what year they both occurred.</p> <p>I know Queen</p>	<p>from a different period.</p> <p>I can sequence artefacts relating to homes from Victorian period and present day in order using a given timeline- beyond 100 years</p> <p>I can sequence the Gunpowder Plot , the Battle of Hastings and The Great Fire of London and put them on a prepared timeline</p> <p>I can recite the months in order</p> <p>I know a century is a hundred years</p>	<p>Stone Age, Iron Age, Bronze Age and The Roman era on a prepared timeline</p> <p>I can use the term era to describe a period in history</p>	<p>I can place The Ancient Greeks and Anglo Saxon eras and previously studied periods (Stone Age, Iron Age, Bronze Age and The Roman eras) on a prepared timeline</p> <p>I am beginning to appreciate the length of time of eras</p> <p>I know we are in the 21st century and I understand how we use the term Xth century to describe the past (for example 1865 is in the 19th century)</p>	<p>I know some dates of key events from the Egyptian period and I can sequence these.</p>	<p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Georgians, Victorians and Today.</p> <p>I can name dates of significant events previously studied and place them correctly on a timeline</p>
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<p>understand and use ordinal language correctly, (first, second third etc)</p> <p>I know how old I am , what month my birthday is in and what birthdays are a celebration of</p>	Elizabeth 2 is our current queen	I can order 2 years from the past		.		
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Using Sources As Evidence- Use different ways to find out about the past. For example: Books and stories, Pictures, Objects, Internet, TV/ Video,

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<p>I know the difference between fiction and non fiction books and can usually identify these correctly</p> <p>I show curiosity</p>	<p>I can identify fact and fiction</p> <p>I can recount and sequence events within the Gunpowder Plot and the Battle of Hastings.</p>	<p>I know that peoples memories of an event may not be the same</p> <p>I can use different sources to answer questions (eye-witness accounts,</p>	<p>I can compare two different versions of the same event and give reasons why they may be different</p> <p>I am beginning to use the library or</p>	<p>I can look at different sources and evaluate the usefulness of them.</p> <p>I can use the library or internet to research the past.</p>	<p>I am beginning to identify primary and secondary sources.</p> <p>I can use the library and internet with confidence to research the past.</p>	<p>I can identify primary and secondary sources.</p> <p>I can select and analyse a range of sources.</p> <p>I understand that the</p>

<p>with new things and can talk about some of the objects I have observed</p> <p>I can understand, ask and answer questions such as What is that? Who is it? Where is it?</p> <p>I know that information can be retrieved from books, and technology such as television, ipads and computers</p>	<p>I can use a source to answer questions</p>	<p>photos, artefacts, buildings and visits).</p> <p>I understand why some people in the past did things.</p>	<p>internet to research the past</p>		<p>I knows that people (now and in the past) can represent events or ideas in ways that persuade others</p>	<p>past has been represented in different ways, and I can suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>I knows and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
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Constructing and Interpreting history - Use sources to build up a knowledge and understanding of key features of events and

periods, including identifying causes and consequences

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<p>I can answer how and why questions in response to events</p> <p>I listen and respond with relevant questions or comments during group discussions or when looking at books</p> <p>I understand and can talk about the use of everyday objects and describe how and why things work</p>	<p>I can find answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <p>I can say what happened as a result of some people's actions or events.</p> <p>I can show my knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)</p>	<p>I can say why some people did things or why some events happened</p> <p>I can say what happened as a result of people's actions or events.</p> <p>I can look carefully at people, pictures or objects to find information about the past and describe what I see.</p> <p>I can ask and answer questions (such as: 'what was it like for a?')</p>	<p>I can use subject specific Key Vocabulary relating to the Stone Age, Iron Age, Bronze Age and The Roman eras</p> <p>I can use different sources such as printed documents, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past to help answer questions</p> <p>I can record my</p>	<p>I can use subject specific Key Vocabulary from periods studied in Y3 and in addition I can use Key Vocabulary from The Anglo Saxon and the Ancient Greek period</p> <p>I can suggest and choose relevant sources from documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits, to collect information</p>	<p>I can use subject specific Key Vocabulary from all historical periods studied so far and in addition I can use Key vocabulary from the Viking and Ancient Egyptian periods</p> <p>I can choose reliable sources of evidence and select relevant sections of information to answer questions and build up knowledge and understanding of a</p>	<p>I can use subject specific Key Vocabulary from all historical periods studied so far and in addition I can use Key vocabulary from The Mayan Civilisation and vocabulary relating to World War 1 and 2</p> <p>I can identify and uses different sources of information and artefacts.</p> <p>I can evaluate the usefulness and accurateness of different sources of</p>

		<p>'what happened in the past?', 'how long ago did happen?')</p> <p>I can write my date of birth and I can estimate the ages of people by studying and describing their features.</p> <p>I can write simple stories and recounts about the past.</p> <p>I can draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p>	<p>findings.</p> <p>I can ask questions such as 'How did people? What did people do for?'</p> <p>I can suggest sources of evidence to use to help answer questions.</p> <p>I can present findings about past using speaking, writing, ICT and drawing skills</p> <p>I can use dates and terms with increasing accuracy.</p> <p>I can discuss different ways of presenting</p>	<p>about the past to find key information about a period and I can present this information to others using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>I can offer explanations about some events.</p> <p>I can ask questions such as 'What was it like for a during?'</p> <p>I can use dates and terms correctly.</p>	<p>period .</p> <p>I can communicate my knowledge and understanding of a period in different ways.</p> <p>I can present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I can ask a range of questions about the past.</p> <p>I can choose the most appropriate way to present information to an</p>	<p>evidence.</p> <p>I can select the most appropriate source of evidence for particular tasks.</p> <p>I can form my own opinions about historical events from a range of sources.</p> <p>I can plan and carry out an historical enquiry and evaluate it.</p> <p>I can present this information in an organised and clearly structured manner, using the most appropriate way, making use of different ways of</p>
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			<p>information for different purposes.</p> <p>I know why the Romans built Hadrian's wall</p>	<p>I can discuss the most appropriate way to present information, realising that it is for an audience.</p>	<p>audience.</p> <p>I realise that there is often, not just a single answer to historical questions</p>	<p>presenting information. (E.g. written explanation/tables and charts/labelled diagram) including making accurate use of specific dates and terms.</p>
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Comparisons - Identify similarities and differences of ways of lives of people within time periods and across different periods

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<p>I know that there are similarities and differences between themselves and others and among families, communities and traditions</p> <p>I know that dinosaurs lived before mankind.</p>	<p>I know there are differences in peoples lives</p> <p>I can say how toys and transport are similar and different in my life compared to those of different generations .</p>	<p>I know there are differences in peoples lives</p> <p>I can compare Florence Nightingales life with Mary Seacole's life</p> <p>I can say how some things relating to homes are similar</p>	<p>I can make connections and contrasts across the Roman period relating to social, religious, political, technological and cultural aspects</p>	<p>I can make connections and contrasts between Roman and Anglo Saxon time periods relating to social, religious, political, technological and cultural aspects .</p>	<p>I can compare and offer explanations about why there are different accounts of the same event.</p> <p>I can make connections and compare the Ancient Greek era with the Ancient Egyptian era relating to social,</p>	<p>I can make connections and contrasts between all time periods studied in history relating to social, religious, political, technological and cultural aspects</p> <p>I can compare the lives of Martin Luther</p>

I can compare some aspects of the past through learning about what life was like when Jesus was born eg knowing that there were no cars, trains etc		and how some are different in my life compared to those from the Victorian era and also compare these to homes in Norman times .			religious, political, technological and cultural aspects I can make connections and compare the bridges across the Mersey	King and Nelson Mandela
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Significance and links to local or British history- Recognise and make simple observations about who or what was important in an historical event or period. Understand how this has impacted on us today in the context of a local or national level.

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I show an interest in people who are familiar to me and I remember and talk about past special times and significant events in my life and that of friends and family members.	I know why these people or events are important to us today - Elizabeth II The Gunpowder Plot Rainhill Trials The Battle of Hastings	I know why these people or events are important to us today . Kitty Wilkinson Great Fire of London Samuel Pepys Christopher Wren Mary Seacole	I know what impact the people or events from the Stone Age, Iron Age, Bronze Age and The Roman eras have had on our lives today. I know about social,	I know what impact the people or events from the all the time periods studied so far have had on our lives today and in addition and Anglo Saxon and Ancient Greek eras.	I know and can explain what impact the people or events from the all the time periods studied so far have had on our lives today and in addition the Vikings and Ancient	I know and can explain what impact the people or events from all the time periods studied in KS2 have had on our lives today. I can explain why

<p>I know that some animals are now extinct</p> <p>I know who these people are and why they are significant to us today</p> <p>St George St David St Andrew St Patrick</p> <p>I know about the historical origins of some celebrations and traditions eg Mother's Day, Christmas Day, Easter</p>	<p>Rosa Parks William The Conqueror George Stephenson</p>	<p>Queen Victoria Remembrance Day Florence Nightingale Henry VIII Elizabeth I Remembrance Day</p>	<p>religious, political, technological and cultural aspects of Cronton from the past</p> <p>I know why Barack Obama is an important significant person and the impact he has had on life today</p>	<p>I know about social, religious, political, technological and cultural aspects of Widnes from the Victorian period and how this has impacted on Widnes today.</p> <p>I know why Ruby Bridges is an important significant person and the impact she has had on life today .</p>	<p>Egyptians</p> <p>I know and can talk about the history of different ways to cross the River Mersey and their significance as trade routes.</p> <p>I know why Nelson Mandela is an important significant person and the impact he has had on life today.</p>	<p>some events are more significant than others.</p> <p>I know about significant social, religious, political, technological and cultural aspects of Liverpool from the past.</p> <p>I know why Martin Luther King is an important significant person and the impact he has had on life today .</p>
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