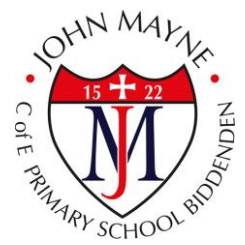


**John Mayne C of E Primary School**  
**History Progression of Skills**

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	Foundation Stage	KS1	Lower KS2	Upper KS2
Chronological understanding	<p>I can talk about significant events in my own experience</p> <p>I can talk about past and present events in my own life</p> <p>I can talk about a past event in the correct order</p>	<p>I can describe memories of key events in my life and changes that have occurred in my own life</p> <p>I can sequence events in my life and place them on a timeline</p> <p>I can sequence photographs etc. from different periods of my life</p> <p>I have an awareness of the past and can use words relating to the passing of time</p> <p>I can sequence artefacts from different periods and check with reference books</p> <p>I can label time lines with words or phrases such as: past, present, older, newer</p> <p>I can use dates where appropriate</p>	<p>I can place the time being studied, artefacts and historical figures on a timeline using dates</p> <p>I can use dates and terms related to the study unit and passing of time</p> <p>I can sequence several events or artefacts</p> <p>I can begin to date events</p> <p>I can understand more complex terms e.g. BC/AD</p> <p>I can begin to note contrasts and trends over time</p>	<p>I can sequence events in the time studied</p> <p>I can place the current study on a time line in relation to other studies done</p> <p>I can use relevant terms and period labels e.g.: social, religious, political, technological, cultural</p> <p>I can make comparisons between different times in the past</p> <p>I can use dates and terms accurately in describing events</p> <p>I understand the concepts of continuity and change over time, representing them along with evidence on a timeline</p>



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	Foundation Stage	KS1	Lower KS2	Upper KS2
Range and depth of historical knowledge An overview of world history	I can talk about significant events in my own experience  I can talk about past and present events in my own life  I can talk about a past event in the correct order	I can recognise the difference between past and present in my own and others' lives  I know and can recount episodes from stories about the past  I can recognise why people did things, why events happened and what happened as a result  I can describe simple historical events  I can identify differences between ways of life at different times  I can describe significant people from the past	I can find out about the everyday lives of people in time studied  I can use evidence to reconstruct life in time studied  I can compare life then with our life today  I can identify key features and events of time studied  I can identify reasons for and results of people's actions  I can offer a reasonable explanation for some events  I can give a broad overview of life in Britain through various time periods  I can compare and look for links and effects in time studied	I can give a broad overview of life in Britain in periods studied and some major events from the rest of the world  I can examine causes and results of great events and the impact on people and explain them using evidence  I can describe the social, ethnic, cultural or religious diversity of the past  I can compare an aspect of life with the same aspect in another period  I know key dates, characters and events of time studied  I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings including the experiences of men, women and children



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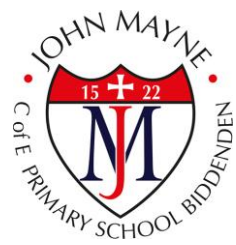


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	Foundation Stage	KS1	Lower KS2	Upper KS2
Investigation and Interpretations of history	<p>I can talk about the photos in my Special Book</p> <p>I can ask questions about why things happen and give explanations</p>	<p>I distinguish between fact and fiction in stories that I hear</p> <p>I can compare 2 versions of a past event</p> <p>I can compare pictures or photographs of people or events in the past</p> <p>I can begin to discuss the reliability of photos/ accounts/stories</p> <p>I can identify ways in which the past is represented</p>	<p>I can describe changes that have happened in the school or locality over time</p> <p>I can identify and give reasons for different ways in which the past is represented</p> <p>I can distinguish between different sources – compare different versions of the same story</p> <p>I can look at representations of the period – in museum, cartoons, art work, poems etc.</p> <p>I can suggest causes and consequences of some main events in history</p> <p>I can begin to evaluate the usefulness of different sources and begin to explain why they might be different</p> <p>I can use more than one source of evidence to gain a more accurate understanding</p>	<p>I can compare accounts of events from different sources – fact or fiction</p> <p>I can offer some reasons for different versions of events and am aware that no single source gives the full answer to questions about the past</p> <p>I can link sources and work out how conclusions were arrived at</p> <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>I am aware that different evidence will lead to different conclusions</p> <p>I can confidently use the library and internet for research</p>

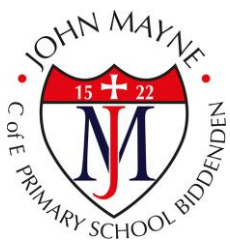


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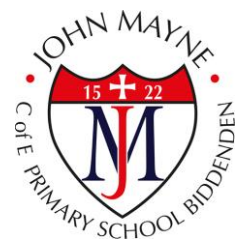
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	Foundation Stage	KS1	Lower KS2	Upper KS2
Historical enquiry	<p>I can ask questions about why things happen and give explanations</p> <p>I can talk about differences between old black and white photos and colour photos of the present day</p>	<p>I can find answers to simple questions about the past from sources of information e.g. artefacts, What was life like for people? What happened? How long ago?</p> <p>I can use a source – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past</p>	<p>I can ask questions and use a range of sources to find out about a period</p> <p>I can suggest suitable sources of evidence and use it to build up a picture of a past event</p> <p>I can observe small details – artefacts, pictures</p> <p>I can select and record relevant information relevant to the study</p> <p>I can use the library and internet for research</p> <p>I can choose relevant material to present a picture of one aspect of life in time past</p> <p>I can ask a variety of questions</p>	<p>I can identify primary and secondary sources and give reasons for my choice of source</p> <p>I can use a range of evidence to build up a picture of an aspect of a past event</p> <p>I can make deductions about the past using sources of evidence</p> <p>I can understand how knowledge from the past is constructed from a range of sources</p> <p>I can bring knowledge from several sources together in a fluent account</p> <p>I can refine lines of enquiry as appropriate</p>

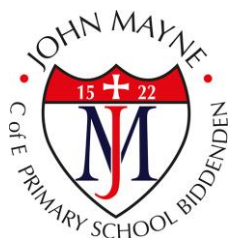


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	Foundation Stage	KS1	Lower KS2	Upper KS2
Organisation and communication	<p>I can build up vocabulary that reflects the breadth of their experience</p> <p>I can use past, present and future forms accurately when talking about events that have happened</p>	<p>I can communicate my knowledge through:            Discussion            Drawing pictures Drama/role play            Making models            Writing            Using ICT</p> <p>I can use words and phrases such as: a long time ago, recently, when my parents were children, years, decades, centuries.</p>	<p>I can communicate my knowledge through:            Discussion            Drawing pictures Drama/role play            Making models            Writing            Using ICT</p> <p>I can use appropriate historical vocabulary to communicate: dates, time period, era, change, chronology</p>	<p>I can recall, select and organise historical information</p> <p>I can communicate my knowledge and understanding using:            Discussion,            Drawing pictures Drama/role play,            Making models            Writing ICT</p> <p>I can select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>I can use appropriate historical vocabulary to communicate, e.g. dates, time period, era, civilizations, change, chronology, continuity, century, decade, legacy</p>

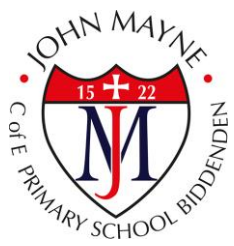


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				I can use original ways to present information and ideas
	Foundation Stage	KS1	Lower KS2	Upper KS2
Historical periods		<p>Events beyond living memory that are significant nationally and globally: e.g. The Great fire of London</p> <p>The lives of significant individuals who have contributed to national and international achievements e.g. Elizabeth 1, Victoria, Columbus, Neil Armstrong, Lowry, Rosa parks, Mary Seacole.</p> <p>Significant historical events, people and places in their own locality</p>	<p>Y3 Changes in Britain from the Stone Age to the Iron Age</p> <p>Y3 The Roman Empire and its impact on Britain</p> <p>Y3 Britain's settlement by the Anglo Saxons, e.g. The Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Y4 The Viking struggle for the Kingdom of England</p> <p>Y4 A study of an aspect in British history that extends knowledge beyond 1066 Tudors</p> <p>Y4 The achievements of an early civilization, e.g. Ancient Egyptians</p>	<p>Y5 A study of an aspect in British history that extends knowledge beyond 1066</p> <p>Y5 Ancient Greece – study of Greek life and achievements and their influence on the western world</p> <p>Y5/6 A local study How is national history reflected in the locality A historic site dating from a period beyond 1066</p> <p>Y6 A study of an aspect in British history that extends knowledge beyond 1066</p> <p>WW2</p> <p>Y6 A non-European society that provides contrast with British History – e.g. Mayan, Benin, Islamic.</p>



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