



Savile Park Primary School

Progression in History



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>I can talk about the lives of the people around them and their roles in society. (Autumn 1 - Marvelous me)</p> <p>I know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Autumn 2 - If we go down to the woods / Spring 1 - Where in the world? / Summer 1 - Amazing animals)</p> <p>I understand the past through settings, characters and</p>	<p>I can understand changes within living memory. (Summer 1 - Kings and Queens)</p> <p>I can learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Summer 1 - Kings and Queens)</p>	<p>I can understand events beyond living memory that are significant nationally or globally. (Autumn 2 - Space)</p> <p>I can learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Autumn 2 - Space)</p> <p>I can learn about significant historical events, people</p>	<p>I understand the changes in Britain from the Stone Age to the Iron Age. (Autumn 1 - Stone Age)</p> <p>I can learn about the achievements of the earliest civilizations. (Spring 1 - Ancient Egypt)</p>	<p>I have learnt about the Roman Empire and understand its impact on Britain. (Spring - Romans)</p> <p>I can study local history. (Summer 1 - Toffee Town)</p>	<p>I understand Britain's settlement by Anglo-Saxons and Scots. (Spring 1 - Anglo- Saxons)</p> <p>I can complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Summer 1 - World War 2 Battle of Britain)</p> <p>I have learnt about Ancient Greek life and achievements and their influence on the western world.</p>	<p>I understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Spring - Vikings)</p> <p>I have learnt about a non-European society that provides contrasts with British history. (Summer - Mayans)</p>



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	events encountered in books read in class and storytelling. (Autumn 2 - If we go down to the woods / Spring 1 - Where in the world?)		and places in my own locality. (Spring 1- Halifax and Shibden Hall)			(Autumn 1 - Ancient Greece)	
Chronology	I can talk about past and present events in their own lives and in the lives of family members. (Autumn 1 - Marvellous me / Summer 2 - Amazing Animals)	I can match objects to people of different ages. (Autumn 2 - Toys) I can order and describe memories of key events in my life. (Autumn 1 - My Super School)	I can order 3 or 4 photographs or artefacts from different periods of time. (Spring 1 - Halifax and Shibden Hall / Autumn 2 - Space)	I can sequence several events (Summer 2 - Music over time) or artefacts. (Autumn 1 - Stone Age) I can place the time studied on a time line and use dates and terms relating to the passing of time. (Autumn 1 - Stone Age).	I can sequence several events (Spring - Romans) or artefacts. (Autumn 1 - Crime and punishment) I can understand what is meant by BC/AD. (Spring - Romans)	I can place current studied events and past studied events on a timeline. (ALL TOPICS) I know and can sequence events of the times I study. (Spring 1 - Anglo-Saxons)	I can make comparisons about different time periods and think about why these happen. (Spring - Vikings) I can use relevant terms and period labels. (ALL TOPICS)



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Historical knowledge	<p>I can retell stories about things that have happened before today. (Autumn 1 - Marvellous me / Summer 2 - Amazing Animals)</p>	<p>I understand the difference between past and present. (Autumn 2 - Toys)</p> <p>I can explain why people did things, why things happened and what happened as a result of historical events. (Summer 1 - Kings and Queens)</p>	<p>I can tell stories about the past. (Autumn 1 - Pirates)</p> <p>I can identify differences in ways of life at different times. (Summer 2 - Under the sea)</p>	<p>I have found out about key features and everyday lives of people during the time studied and compared life with today. (Autumn 1 - Stone Age / Spring 1 - Ancient Egypt)</p>	<p>I have found out about key features and everyday lives of people during the time studied and compared life with today. (Summer 1 - Toffee Town Autumn 1 - Crime and Punishment)</p> <p>I can use evidence to reconstruct life from the times I have studied. (Spring - Romans)</p> <p>I understand why people may have wanted to do something and why particular events</p>	<p>I can compare life in the beginning and at the end of time studied. (Spring 1 - Anglo Saxons / Summer 1 - World War 2)</p> <p>I have studied how time periods are different for different people, e.g. men/women, rich/poor. (Spring 1 - Anglo Saxons Autumn 1 - Ancient Greece)</p> <p>I can explain cause and result of great events using evidence. (Spring 1 - Anglo - Saxons)</p>	<p>I can identify and compare beliefs, behaviours and characteristics of different people from different time periods. (Spring - Vikings / Summer - Mayans)</p>
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					happened. (Spring - Romans)		
Historical interpretation	I can understand the difference between true events and made up events. (Spring 2 - Once upon a time)	I can compare photographs and pictures from the past. (Autumn 1 - Our school / Summer 1 - Kings and Queens) I understand the difference between fact and fiction. (Spring 2 - Dinosaur stomp)	I understand the difference between fact and fiction. (Autumn 1 - Pirates) I understand that what some people say may not be reliable. (Autumn 2 - Space) I can compare 2 versions of past events. (Autumn 2 - Space) I can discuss reliability of sources. (Autumn 2 - Space)	I have looked at and identified different evidence types and representations available. (Spring 1 - Ancient Egypt) I can begin to evaluate the usefulness of different sources. (Autumn 1 - Stone Age)	I can identify and give reasons for different ways in which the past is represented. (Autumn 1 - Crime and Punishment / Spring - Romans) I can distinguish between different sources and compare different versions of the same story. (Autumn 1 - Crime and Punishment)	I can compare accounts from different sources. (Summer 1 - World War 2) I can offer some reasons for different versions of events. (Summer 1 - World War 2)	I can link sources and explain how conclusions were arrived at. (Spring - Vikings) I am aware that different evidence will lead to different conclusions. (Spring - Vikings) I can consider ways of checking the accuracy of information. (Spring - Vikings)



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Historical enquiry	I can look closely at similarities, differences, patterns and change. (Summer 1 - Terrific Transformations)	I can ask questions about the past/ I have found answers to my questions about the past in different ways. E.g. artefacts, books, people. (Spring 2 - Dinosaur stomp / Autumn 2 - Toys)	I can observe and handle a range of sources to answer questions about the past. (Autumn 1 - Pirates / Spring 1 - Halifax and Shibden Hall)	I can ask a variety of questions. (Spring 1 - Ancient Egypt) I can answer my questions using the library and internet for research. (Spring 1 - Ancient Egypt)	I can use a range of sources to find out about a period e.g. artefacts, pictures. (Spring - Romans) I can select and record information relevant to the study. (Autumn 1 - Crime and Punishment) I can use evidence to build a picture of the past. (Summer 1 - Toffee town)	I can identify primary and secondary sources. (Summer 1 - World War 2)	I can select relevant information from a range of sources and bring it together to build a picture of the past. (Spring - Vikings / Summer - Mayans) I can ask and answer questions about the past using a range of resources. (Spring - Vikings / Summer - Mayans)
Vocabulary	now, yesterday, last week, when I	now, yesterday, last week, when	evidence, sequence,	century, civilisation, in	BC/AD/CE, first-hand	legacy, political, social, cultural,	change, continuity, empire,



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	was younger, when I was born, when I was a baby, a long time ago	I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, timeline.	museum recently, in ..., during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale.	thecentury, in thedecade, chronology, chronologically, evidence, source, dig, excavate, archaeology, archaeologist, discoveries, ancient, timeline,	account, era, date, time period, Roman times etc., change, monarchy, parliament, democracy, war, peace, invade, settle, conquest, monarch, eye- witness, primary source, secondary source, enemies, reasons, reliable source, (line of) enquiry, perspective, empathy, conclusion, evaluate	government, citizen, religious, technological, industrial, trade, media, press, propaganda,	ancestor, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration.
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