

Sutton Park Primary School



History Knowledge and Skills Progression

KEY HISTORICAL NATIONAL CURRICULUM CONTENT						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can talk about things that have happened to me in my lifetime.	<p>I can give examples of things that were different when my grandparents were children.</p> <p>I can describe how there has been change within living memory.</p> <p>I can know about a famous historical event or person in my local area and can explain why they are famous.</p>	<p>I can recount and order the life of a famous historical figure.</p> <p>I can explain why a historical figure was important and how they changed things.</p> <p>I can describe significant events from beyond living memory.</p>	<p>I can describe the changes in Britain from the Stone Age to the Iron Age.</p> <p>I can describe the achievements of the earliest civilisations (Ancient Egypt).</p>	<p>I can explain the Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p>I can give an overview of the Roman empire and explain its impact on Britain.</p>	<p>I can research and complete a local history study (Triple Trawler Tragedy).</p> <p>I can explain the influence that Ancient Greek culture had on the world.</p> <p>I can give an overview of Ancient Greek culture and history.</p>	<p>I can describe an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 – local Hull history study (significant turning point in British history, for example, the first railways or Battle of Britain). The development of Hull since WWII.</p> <p>I can place a non-European civilisation on a timeline along with major historical periods of the same time including British and European history.</p> <p>I can give a detailed overview of a non-European civilisation that contrasts with British history - early Islamic civilisation (Baghdad)</p>
CHRONOLOGY						
EYFS	Year 1 & 2		Year 3 & 4		Year 5	Year 6
<p>I can use language relating to time.</p> <p>I can put events in order.</p>	<p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can sequence events from within living memory on a timeline.</p> <p>I can order events on a timeline from beyond my lifetime.</p> <p>I can sequence events that occurred during a historical period.</p>		<p>I can place dates and events on a timeline for the period being studied.</p> <p>I can explain a key concept within the period studied.</p> <p>I can use BC/ AD, years/ centuries relating to period studied.</p>		<p>I can place key events from a period of history on a timeline in relation to one other period of history.</p> <p>I can use more accurate dates when describing and sequencing events.</p> <p>I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history.</p>	

			I can summarise and evaluate events on a timeline in relation to key concepts or themes.
SIMILARITY AND DIFFERENCE			
EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>I can identify and describe similarities and differences between myself and others.</p> <p>I can compare objects, animals and people using vocabulary of change.</p>	<p>I can describe change within and beyond living memory.</p> <p>I can identify old and new things in pictures.</p> <p>I can compare and contrast changes from a period of time, focusing on one or more of the key concepts.</p>	<p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity.</p> <p>I can describe similarities and differences between a period of history and now in relation to one or more of the key concepts.</p>	<p>I can explain the differences in the lives of people from different social classes, cultures, religions or race.</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the key concepts.</p>
CAUSE AND CONSEQUENCE			
EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>I can say why things happen</p>	<p>I can recognise why people did things, why events happened and what happened as a result.</p> <p>I can explain why an event occurred and what happened after the event (why did someone act like they did? Develop Empathy)</p> <p><i>Linked to chronology and explore the events leading up to another event and the direct consequences after and the impact on people and society.</i></p> <p><u>Exemplification:</u> <i>Great Fire of London- Why did it spread? Would it be the same today? Who was affected by the fire? How did it change London?</i></p>	<p>I can identify and explain reasons for results of historical events, situations and changes.</p> <p>I can understand what has changed in at least one area of history (society, people, beliefs, language, culture, government etc) as a result of an event.</p> <p>I can summarise what caused a specific historical event.</p> <p><u>Exemplification</u> <i>What caused the Romans to invade Britain and what was their impact on the people and beliefs of Britain's during their rule and what consequences of Roman invasion can we still see today in Britain?</i></p>	<p>I can identify and explain reasons for results of historical events, situations and changes.</p> <p>I can evaluate how the period/event has impacted Britain and one or more areas of historical focus (society, people, language, culture, government etc) both short and long term.</p> <p>I can Identify the short and long-term causes of an event/period of time and start to make justifications on which causes were the most important.</p> <p><u>Exemplification</u> <i>Local History What were the short- and long-term consequences of the Triple Trawler Tragedies on the people of Hull and fisherman in general? (death, broken societies dealing with grief and anger, short- and long-term consequence- Campaigns and Inquiries and changes to law.</i></p>
CONTINUITY AND CHANGE			
EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>I can observe and describe things that have changed and stayed the same during my life.</p>	<p>I can explain what an object from the past might have been used for.</p> <p>I can identify things that have changed or stayed the same during my life and from times before living memory.</p> <p>I can describe changes over time in relation to one or more historical concept (<i>settlement, hierarchy & power,</i></p>	<p>I can explain the links between significant events.</p> <p>I can explain what changed and stayed the same in relation to at least one historical concept (<i>settlement, hierarchy & power, exploration & invention, conflict & disaster</i>).</p>	<p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.</p> <p>I can justify how or why things changed or did not change over time in relation to a key historical concept (<i>settlement, hierarchy & power, exploration & invention, conflict & disaster</i>).</p>

	<i>exploration & invention, conflict & disaster).</i>		
SIGNIFICANCE			
EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
I can recognise and describe special times or events for me, my friends or family.	I can explain how historical events and people changed things.	I can identify historically significant people and events and their impact.	I am aware of some pivotal events and people in modern British history. I can evaluate the impact of key historical people and events.
HISTORICAL ENQUIRY			
EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
I can find out about things that have happened in my life by asking questions and looking at pictures.	I can research the past using a variety of secondary sources.	I can explore a range of secondary sources and can differentiate between fact and opinion. I can present the information I have learnt in a variety of ways. I can use research skills to find answers to specific historical questions about our locality. I know the difference between primary and secondary sources. I can explain how historical artefacts can be used to help build up a picture of the past.	I can evaluate the usefulness of primary and secondary sources in historical enquiry. I can use a range of information, including my own research, to present a historical argument. I understand that some sources include facts and opinions and different evidence can lead to different conclusions.