



Delph Primary School – Yearly Objectives and Progression Grid

Subject: History

Year group	National Curriculum Assessment Criteria	Progression of Key Skills (including procedural Knowledge)
EYFS	I can talk about members of my immediate family I can name and describe people that I know I can talk about what I can see in pictures/ photos that show everyday life I can say what is same and different between characters from stories and people from the past and now	As a Historian: Chronological understanding Can I retell a simple past event in correct order (e.g. went downslide, hurt finger Can I remember and talk about significant events in my own experience? Can I talk about past and present events in my own life and in the lives of family members? Vocabulary- yesterday, last week, at the weekend, this morning, last night, now, before, after, a long time ago Historical Enquiry Can I question why things happen? Am I beginning to understand why and how questions? Can I answer how and why questions about experiences and in response to stories or events? Vocabulary- how, why, because, find out, I wonder what/if/when/why? Knowledge and Interpretation Am I developing an understanding of growth, decay and changes over time? Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? Can I make observations of animals and plants and explain why some things occur, and talk about changes? Can I look closely at similarities, differences, patterns and change

		Vocabulary -I can see, I saw, same, different, similar, change, what happened?, because...
Year 1	I can use words and phrases like: old, new and a long time ago I can recognise that some objects belong in the past I can explain how I have changed since I was born. I can explain how some people have helped us to have better lives. I can ask and answer questions about old and new objects. I can spot old and new things in a picture. I can explain what an object from the past might have been used for.	As a Historian: Chronological understanding Can I put up to three objects in chronological order (recent history) on a time line? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past? (when appropriate) Vocabulary- in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times Historical Enquiry Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different sources, such as an information book or pictures? Vocabulary- questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate Knowledge and Interpretation Can I answer questions using a range of artefacts/ photographs/pictures provided?

		Can I talk about the different ways that the past is represented? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today? Can I recognise that there are reasons why people in the past acted as they did? Can I tell you how I found out about people or events in the past? Can I find out more about a famous person from the past and carry out some research on him or her? Can I find out something about the past by talking to an older person? Can I recognise that some forms of evidence are more reliable than others when finding out about the past? Can I show an understanding of the word 'nation' and the concept of a nation's history? Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events? Vocabulary-find out, explain, facts, reasons, events, actions
Year 2	I can use words and phrases like: before, after, past, present, then and now. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. I can find out things about the past by talking to an older person. I can answer questions using books and the internet.	As a Historian: Chronological understanding Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Can I use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before?

I can research the life of a famous person from the past using different sources of evidence.

Vocabulary-: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, timeline, time scale, in the period, in times

Historical Enquiry

Can I understand and talk about how people find out about the past?

Can I show understanding of how evidence is collected and used to make historical facts?

Can I ask questions such as: What was it like for people? What happened? How long ago?

Can I answer questions by using a specific source, such as an information book?

Can I research the life of someone famous using the Internet and other sources to find out about them?

Can I research the life of a famous Briton from the past using different resources to help me?

Vocabulary- questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate

Knowledge and Interpretation

Can I describe historical events?

Can I describe significant people from the past and talk about what they did?

Can I explain the causes of an historical event and what the consequences were?

Can I explain what impact that significant events from the past have had on the way we live today?

Can I talk about similarities and differences between two different time periods?

		Can I explain how local people or events in history have changed things nationally or internationally? Can I explain why someone in the past acted in the way they did? Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I talk about what type of evidence is reliable when finding out about the past? Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation? Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy when talking about historical people and events? Can I create my own accounts of historical people or events? Vocabulary- find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods explore, explorers
Year 3	I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. I can use my mathematical knowledge to work out how long ago events happened. I can explain some of the times when Britain has been invaded. I can use research skills to find answers to specific historical questions.	As a Historian: Chronological understanding Am I beginning to use dates and historical terms to describe events? Am I beginning to use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line?

	I can research in order to find similarities and differences between two or more periods of history.	Vocabulary- dates, BC, AD, time period, era, change, ancient, century, decade Historical Enquiry Am I beginning to use evidence to ask questions and find answers to questions about the past? Am I beginning to suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past? Am I beginning to use research skills in finding out facts about the time period I am studying? Am I beginning to compare and contrast different forms of evidence in my research? Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying? Knowledge and Interpretation Am I beginning to give reasons why certain events happened as they did in history? Can begin to talk about why certain people acted as they did in history? Am I beginning to explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Am I beginning to describe changes that have happened in the locality of the school throughout history? (Roman fort in Castleshaw) Can I give a broad overview of what life was like in the Prehistoric Britain or Roman Britain?
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		Am I beginning to compare some of the times studied with those of other areas of interest around the world? Am I beginning to describe the social, cultural or religious diversity of past societies? Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children? Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I talk about the causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to communicate information about the past?
Year 4	I can plot events on a timeline using centuries. I can use my mathematical skills to round up time differences into centuries and decades. I can explain how historic items and artefacts can be used to help build up a picture of life in the past. I can explain how an event from the past has shaped our life today. I can research two versions of an event and explain how they differ. I can research what it was like for children in a given period of history and present my findings to an audience.	As a Historian: Chronological understanding Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a time line? Vocabulary- dates, time period, era, change, chronology, ancient, century, decade Historical Enquiry Can I use evidence to ask questions and find answers to questions about the past? Can I suggest suitable sources of evidence for historical enquiry?

		Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use my research skills in finding out facts about the time period I am studying? Through my research, can I compare and contrast different forms of evidence? Can I 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? Knowledge and Interpretation Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I describe changes that have happened in the locality of the school throughout history? Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past societies? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?
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Year 5	I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can compare two or more historical periods: explaining things which changed and things which stayed the same. I can explain how Parliament affects decision making in England. I can explain how our locality has changed over time. I can test out a hypothesis in order to answer questions. I can decide how crime and punishment has changed over a period of time.	As a Historian: Chronological understanding Can I use dates and historical terms more accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine, transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)? Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change? Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time? Vocabulary- dates, time period, era, chronology, continuity, change, century, decade Historical Enquiry Can I devise historical questions about the period I am studying? Can I seek out and analyse range of evidence in order to justify claims about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use some different sources of evidence to deduce information about the past?
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		Can I select suitable sources of evidence, sometimes giving reasons for choices? Can I give a reason to support an historical argument? Can I identify propaganda and begin to show my understanding of it? Can I refine lines of enquiry as appropriate? Knowledge and Interpretation Can I answer historical questions, using information and evidence that I have carefully considered and selected? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe with some detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to communicate information about the past?
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		Can I use original ways to present information and ideas?
Year 6	I can place features of historical events and people from the past societies and periods in a chronological framework. I can summarise the main events from a period of history, explaining the order of events and what happened. I can summarise how Britain has had a major influence on the world. I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). I can identify and explain differences, similarities and changes between different periods of history. I can identify and explain propaganda. I can describe a key event from Britain's past using a range of evidence from different sources. I can describe the features of historical events and way of life from periods I have studied: presenting to an audience.	As a Historian: Chronological understanding Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine, transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time? Vocabulary- dates, time period, era, chronology, continuity, change, century, decade, legacy Historical Enquiry Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying? Can I seek out and analyse a wide range of evidence in order to justify claims about the past? Can I use sources of information to form testable hypotheses about the past? Can I understand that no single source of evidence gives the full answer to questions about the past?

		Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use a wide range of sources of evidence to deduce information about the past? Can I select suitable sources of evidence, giving reasons for choices? Can I give more than one reason to support an historical argument? Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate? Knowledge and Interpretation Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe in detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?
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		Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to communicate information about the past? Can I use original ways to present information and ideas
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EYFS- Learning Goal for 'Past and Present'	KS1 NC Key objectives	KS2 NC Key objectives
• Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• changes within living memory • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements, in different periods • significant historical events, people and places in their own locality	Y3 - changes in Britain from the Stone Age to the Iron Age -the Roman Empire and its impact Y4 - Britain's settlement by Anglo Saxons -the Viking and Anglo-Saxon struggle for the Kingdom of England Y5 - the achievements of the earliest civilizations – Ancient Egypt Ancient Greece – a study of Greek life and achievements and their influence on the western world Y6 - A local history study - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - War time Manchester - a non-European society that provides contrasts with British history - The Golden Age of Baghdad. AD 900