



St Monica's RC Primary School: History Curriculum Progression and End Points

Domains/ Themes/ Areas	End of EYFS	End of KS1	End of LKS2	End of UKS2
Historical Chronology	<p>I am beginning to develop chronological understanding I know the difference between long ago and now.</p> <p>I can compare modern and old objects put 2 objects or events in order</p> <p>I know my life is different from the lives of people in the past.</p> <p>I begin to show understanding of time.</p>	<p>I know where the people and events I have studied fit on a basic timeline.</p> <p>I can tell you a few similarities and differences between ways of life at different times.</p> <p>I can name a few people in the past who have contributed to national and international achievements.</p> <p>I can put a few objects/ events in order</p>	<p>I can understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history.</p> <p>I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.</p> <p>I can put artefacts or information in chronological order.</p>	<p>I demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</p> <p>I show a chronically secure knowledge and understanding of local, national and global history.</p> <p>I can tell the story of events within and across the time periods I have studied.</p> <p>I can identify specific changes within and across different periods over a long arc of development.</p> <p>I can describe connections, contrasts and trends over short and longer time periods.</p>
Historical Concepts	<p>I have begun to understand how things change over time.</p> <p>I am beginning to understand the passage of time.</p> <p>I can recall some simple facts</p> <p>I can put 2 events or objects in order.</p> <p>I can give one cause of an event</p>	<p>I can identify similarities and differences between different times.</p> <p>I can tell you about some of the people or events from my work</p> <p>I can give more than one cause of an event and give a reason why people in the past acted as they did.</p> <p>I am able to reflect on the significance of what I have learnt about the past.</p>	<p>I can give a few reasons for and the results of the main events and changes of a time studied.</p> <p>I can make connections & contrasts and some references in my work to concepts. cause & consequence, continuity & change, similarity, difference and significance</p> <p>I can tell you a range of similarities/ differences between different times in the past in periods covered so far.</p>	<p>To understand historical concepts cause & consequence, continuity, change, similarity, difference etc.</p> <p>I show an understanding of cause & consequence, continuity & change, similarity, difference and significance in my talk and work.</p> <p>I devise questions about change, cause and consequence, similarity, difference and significance of people or events in a wider context.</p> <p>I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>I can discuss trends over time</p>

				I can see the relationship between different periods and the legacy or impacts for me and my identity.
Historical Interpretation	<p>I can look at or touch objects from the past and comment on its appearance.</p> <p>I can tell the past is different from today.</p> <p>I can look at the differences between “long ago” and “now”.</p> <p>I may be able to give you my own view on why something happened in the past or how I know.</p>	<p>I have developed an awareness of the past and can comment on what or how I found things out.</p> <p>I understand some of the ways in which we find out about the past.</p> <p>I can tell you a few ways how the past has been presented or described.</p> <p>I understand the importance of basing my ideas on evidence</p> <p>I am developing the skills of presenting an idea and raising questions about the past.</p>	<p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>I can describe how the past can be represented or interpreted in a few different ways.</p>	<p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>I can explain that the past can be represented or interpreted in many different ways.</p> <p>I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.</p> <p>I evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>I consider different viewpoints or think about bias or anachronism.</p>
Historical Enquiry	<p>I show an interest in the past.</p> <p>I begin to ask questions about artefacts, suggesting what they might be used for.</p> <p>I begin to make accurate comparisons between modern and old objects</p> <p>I can find answers to simple questions from a writing or a picture</p>	<p>I can analyse artefacts</p> <p>I ask questions.</p> <p>I think how I might find out answers</p> <p>I am developing skills to study history by hypothesising, question-ing and investigating</p> <p>I can choose & use parts of stories and other sources of information to show I know and understand key features of events or people’s lives studied.</p>	<p>I can answer and sometimes devise my own historically valid questions.</p> <p>I can use one or more sources of information to help me answer questions about the past in sentences.</p>	<p>I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims</p> <p>I can answer and devise my own historically valid questions.</p> <p>I can evaluate a range of historical sources</p> <p>I make perceptive deductions about the reliability of sources</p> <p>I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p>
Historical Communicatio	<p>I show awareness of the past.</p> <p>I show interest in the past.</p>	<p>I can use common words & phrases relating to passing of time:</p>	<p>I can present recalled or selected information in a variety of ways using</p>	<p>I can create my own structured accounts, including written narratives</p>

<p>n</p>	<p>I am beginning to use the correct words such as "yesterday, past etc."</p> <p>I am beginning to have an understanding of the words associated with the passing of time, e.g. past, present, future, long ago, many years before</p> <p>I can tell you about the past in 1 way E.g. orally, using common words & phrases relating to the passing of time or</p>	<ul style="list-style-type: none"> • a long time ago • recently • when my parents/carers were children • years • decades • centuries <p>I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms.</p> <p>I can recount stories accurately and explain why some people and events were in.</p>	<p>specialist terms.</p> <p>I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>I am beginning to use place value in the context of timelines</p>	<p>and analyses.</p> <p>I construct informed responses by thoughtfully selecting and organising of relevant historical information.</p> <p>I can use key historical terms accurately e.g.</p> <ul style="list-style-type: none"> • dates • Time period • era • chronology • continuity • change • century, • decade, • legacy <p>I make pertinent and valid comparisons between periods.</p> <p>I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc.</p>
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