

Anston Greenlands Primary School - History Skills Progression Plan

	Foundation	Y1 and Y2	Y3 and Y4	Y5 and Y6
Chronological Understanding	<p>Can sequence stories and events.</p> <p>Can sequence a life cycle/stages of growth of a plant/animal.</p> <p>Can notice and celebrate new things they can do – e.g. I can now write letters but when I first started Reception, I couldn't.</p> <p>Starts to show an awareness of time in the day e.g. stating it is lunchtime next;</p> <p>Can compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)</p> <p>Can collect the evidence for changing seasons e.g. flowers or shards of ice;</p> <p>Can use past tense with increasing accuracy;</p> <p>Can comment on how what we wear changes with the seasons</p> <p>Can notice and comment on what happens in each season;</p> <p>Can notice changes e.g. a new haircut, new skill in themselves/friends/parents;</p> <p>Can compare and say what is the same, similar and different, about something. For example – everyday objects, photos,</p>	<p>Can create a simple timeline.</p> <p>Can show awareness of their own past and display this on a simple timeline.</p> <p>Can use common words and phrases relating to the passing of time.</p> <p>Can understand and describe changes within living memory.</p> <p>Can ask, “How long ago did an event happen?” and try to work it out. (Using language such as a little while ago, a very long time ago etc.)</p> <p>Can identify some similarities and differences between now and the past.</p>	<p>Can place events, people and changes into correct periods of time.</p> <p>Can use dates and vocabulary relating to the passing of time.</p> <p>Can create a timeline from research.</p> <p>Can use a range of historical terms, e.g. century, decade, BC and AD.</p> <p>Can investigate similarities and differences between different periods of time.</p>	<p>Can place their current historical study on time line in relation to other studies.</p> <p>Can relate current studies to previous studies and make comparisons between different times in history.</p> <p>Can note connections, contrasts and trends over time.</p> <p>Can sequence several events on a timeline, crossing from BC to AD.</p> <p>Can use the terms BC, AD, BCE and CE, discussing and comparing the meaning of these.</p>

	characters and significant figures from the past.			
<p>Historical Enquiry</p> <p>How are historical sources used to find out about the past?</p>	<p>Can develop self-care routines including wearing/choosing appropriate clothes</p> <p>Can explain why we wear hats in winter and sun-cream in the summer</p> <p>Can say what might happen on special days e.g. we dress a tree at Christmas</p> <p>Can join in celebrations and sometimes remember what happened last year on that same day</p> <p>Can narrate their daily routines/ weekly activities.</p> <p>Can listen to stories/non-fiction books about the past, and talk about what they have heard.</p>	<p>Can find information about significant figures/events from history using a written source.</p> <p>Can understand some ways that we can find out about the past.</p> <p>Can identify different sources which tell us about the past – e.g. books, old buildings, old toys and games.</p>	<p>Can ask and answer valid historical questions.</p> <p>Can research historical events, lifestyles and significant people and places using a range of sources.</p> <p>Can carry out a simulated archaeological investigation to learn how we know about the prehistoric past.</p> <p>Can understand that knowledge of the past is constructed from a range of sources.</p> <p>Can research historical events, lifestyles and significant people and places using a range of sources.</p> <p>Can carry out a simulated archaeological investigation to learn how we know about the prehistoric past.</p> <p>Can understand that knowledge of the past is constructed from a range of sources.</p>	<p>Can identify primary and secondary sources.</p> <p>Can bring together knowledge gathered from several sources to build up a fluent account of a past event.</p> <p>Can confidently use the library and internet for research</p> <p>Can evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Can form their own opinions about historical events from a range of sources.</p> <p>Can identify fact, fiction and opinion when using historical sources.</p> <p>Can understand that there are often not simple single answers to historical questions.</p> <p>Can offer some reasons for different versions of historical events.</p> <p>Can explain that different evidence will lead to different versions and opinions on historical events.</p>

