



Becoming an Historian – Curriculum Progression in History

	EYFS	KS1	LKS2	UKS2
Chronology	I can use words and phrases like old, new and a long time ago.	I can use words and phrases like: before, after, past, present, then and now.	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can use my mathematical knowledge to work out how long ago events happened.</p> <p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p>	<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p>
Comparing different periods of history	I can make some simple statements about how life was different for familiar people when they were young.	I can make some simple statements about how life was different for people at different times in history.	<p>I can research in order to find similarities and differences between two or more periods of history or civilisations.</p> <p>I can explain how an event from the past has shaped our life today.</p>	<p>I can compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>I can describe how life would have been different today if things in the past had not taken place.</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can identify and explain differences, similarities and changes between different periods of history.</p> <p>I can describe and make links between events and changes and give reasons for, and results of, these events and changes</p> <p>I can consider and discuss whether or not we should commemorate a historical figure if that individual held values we consider to be wrong.</p>
Using and evaluating historical sources	<p>I can look at pictures and photos and talk about what has changed.</p> <p>I can identify and talk about pictures or objects that are old or new.</p>	<p>I can use books, photos, objects and the internet to find out about the past.</p> <p>I can look at pictures and spot old and new things.</p> <p>I can answer some questions about old and new things.</p> <p>I can use different sources to find out about people in the past.</p>	<p>I can use objects from the past to help me to describe events in the past.</p> <p>I understand and can explain why some evidence from the past is more reliable than others.</p> <p>I understand how 'pushes' and 'pulls' cause people to migrate; I can identify some common 'pushes' and 'pulls'.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>I can research two versions of an event and explain how they differ.</p>	<p>I can name artefacts and say at which point in history they were used.</p> <p>I can research two versions of an event and explain how they differ.</p> <p>I can explain which sources of evidence from the past are the most reliable and why.</p> <p>Through research, I can identify the 'pushes' and 'pulls' that caused people to migrate at different periods in history.</p> <p>I can research two versions of an event and explain how they may differ due to bias.</p>



		<p>I can look at pictures from the past and compare them to pictures now.</p> <p>I can explain how paintings and photographs are different.</p> <p>I can discuss how reliable stories, accounts, pictures and photos are.</p>	<p>I can use different sources of evidence to build up a picture of events from the past.</p> <p>I can explain the difference between fact and opinion in a historical context.</p> <p>I can begin to identify primary and secondary sources of information.</p>	<p>I know the difference between primary and secondary sources of evidence and understand their limitations.</p> <p>I can evaluate sources of information and identify those that are useful for particular tasks.</p> <p>I can select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.</p> <p>I can identify and explain propaganda.</p>
Research skills	<p>I can find out things about the past by talking to a familiar older person.</p> <p>I can find out about past events in my own life and the lives of others.</p>	<p>I can engage in role play as a way of learning about the past.</p> <p>I can ask questions of people of the right age to find out about the past</p>	<p>I can use research skills to find answers to specific historical enquiry questions.</p> <p>I can create and use role-play to re-enact events from the past.</p> <p>I can think of questions to ask an older person (a visitor or a volunteer on a school trip) before talking to them about the past.</p> <p>I can research what it was like for children in a given period of history and present my findings to an audience.</p> <p>I can produce work which shows I understand how the same event or period in history might have been experienced differently by different groups of people.</p>	<p>I can research two versions of an event and explain how they differ or are similar.</p> <p>I can research two versions of an event and explain how they may differ due to bias.</p> <p>Through research, I can identify the 'pushes' and 'pulls' that cause people to migrate.</p> <p>I can use role-play to explore the thoughts, feelings and decisions of people in the past.</p>
Overarching historical vocabulary	<p>Similarities Differences Traditions Past Present Community remember</p>	<p>Century Chronological order Living memory Memories Opinion Fact Source Interpret Enquire/enquiry Impact Research Evidence Experts Significant Recent Lifetime Similarities Differences</p>	<p>Era/period BC (Before Christ) AD (Anno Domini) Archaeology Pre-history Biased Impact Comparison Consequences Continuity Culture Century</p>	<p>Primary source/evidence Secondary source/evidence Reliable Propaganda Extent of change Extent of continuity Evaluate Eye-witness Legacy Ambiguous Consequences Decade Society Influence</p>