History progression map

End of year statements for ARE pupils						
	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Time/ chronology	I can understand the concepts of past, present, future and be able to use simple vocabulary to describe the passing of time e.g. long ago, now, then etc. I can place key events on a simple time line e.g. their lives. I can match objects to people of different ages.	I Know that the further we go back in time, the more different life was I can locate time periods and place them on a timeline. I can describe memories of key events in life. Sequence photographs and objects form different periods of time.	I can recognise the difference between AD and BC. Start to apply this knowledge to a timeline. I can show a developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	I can divide the past into different time periods within a topic including BC and AD. I can demonstrate historical knowledge relating to time and chronology e.g. knowing some key dates.	I can place time periods from one topic within a timeline of another (e.g. Egyptians and Romans)	I can create from memory a timeline using dates, details and eras previously studied and be able to put new historical topics onto the timeline.
Compare and contrast	I can compare and understand key differences between their everyday life and life in the past e.g. that of their grandparents.	I can look at a theme and compare and contrast with today. I can describe and understand key aspects of everyday life in different time periods. I can give more than one cause of an event and give a reason why people in the past act as they did. I can reflect on the significance of what I have learnt about the past.	I can describe what life was like in the past and be able to compare with their own. I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts e.g. change, cause, similarity, difference, and significance.	I can research and present information about two periods of history identifying similarities and differences between them. I can tell you a range of similarities/differences between times in the past periods covered so far.	I can identify connections and contrasts between two periods of history and begin to develop a historical perspective using appropriate historical terms. I understand change and continuity. I can devise questions about change, cause, similarity, difference and significance of people or events in a wider context. I can discuss trends over time.	I can compare an aspect of life in different key period of time. I can draw contrasts and identify trends in two or more periods of history to improve historical perspective. I understand historical concepts, cause and consequence, continuity, change, similarity, difference etc. 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. I can see the relationship between different periods and the legacy or impacts for me and my identity.
Sources and evidence – historical enquiry	I can understand that photos and people's memories can help us learn about the past and use to answer questions about an event beyond living memory. I can explain how specific artefacts help us learn about the past. I can ask and answer simple historical questions.	I can recognise the importance of real sources and evidence to help us understand events in the past. I can build a bigger picture of a historical period using a range of source material e.g. photographs. I can ask and answer appropriate historical questions using own historical knowledge.	I can choose the most important source materials for a task, showing awareness of a range of sources. I can explain how we can use artefacts to help us understand the past. I can ask historical questions and use a variety of sources of evidence to answer questions.	I can use a range of source materials to answer questions about the past that go beyond simple observations. I can describe how different types of evidence tell us different things about the past. I can ask historically valid questions and to use sources of information (beyond simple observations) to answer historical questions.	I can devise an historically valid question about change, cause, similarity, difference and significance. I can understand why contracting arguments and interpretations occur. I can answer and devise own historically valid questions about change, cause, similarity and difference and significant	I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can acknowledge different perspectives including bias. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.

History progression map continued …

End of year statements for ARE pupils						
	Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Historical change and impact	I can describe the life of a person in history.	I know the importance of a significant individual in history and the reason for their fame.	I can explain how a significant person or invention from a period influenced change.	I can explain how significant historical figures contributed to national and international achievements. I can describe the positive or negative impact of changes.	I can describe how a significant individual or movement has influenced the UK or wider world.	I can describe how my own lives have been influenced by a significant individual or movement. I can use knowledge of historical change to predict what might happen in the future both locally and nationally.
Historical communication and vocabulary	I use common words and phrases relating to passing of time. I can tell you about a time before I was born, using everyday historical terms. Vocab: artefact century chronological order living memory memories opinion fact source interpret enquire/enquiry	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. I can recount stories accurately and explain why some people and events were important. Vocab: impact research evidence experts significant recent lifetime	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. Vocab: era/period · BCE (Before Common Era) CE (Common Era) BC (Before Christ) AD (Anno Domini) archaeologists / archaeology museum pre-history bias excavate.	I can create my own structured accounts, including written narratives and analyses. I can use key historical terms accurately e.g. century, decade. I confidently use/ apply mathematical skills when placing events in chronological order, negative numbers etc. Vocab: primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy	I can create my own structured accounts, including written narratives and analyses. I can use key historical terms accurately e.g. century, decade. I confidently use/ apply mathematical skills when placing events in chronological order, negative numbers etc. Vocab: primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy	I construct informed responses by thoughtfully selecting and organising relevant historical information. I make pertinent and valid comparisons between periods. Vocab: legacy ambiguous consequences omits decade
Local history	I can describe physical changes in our local area e.g. houses	I can explain why there have been physical changes in our local area.				I can use my knowledge of historical change to predict what might happen in the future both locally and nationally.