

# History Building Blocks Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>I know some similarities and differences between things in the past and now, drawing upon my experiences and what has been read in class (UTW)</p>	<p>I can sequence a few events (things that have happened), within living memory, in the order they have happened</p> <p>I can use everyday words and phrases relating to the passing of time e.g. before, after, a long time ago, past</p>	<p>I can use the correct historical words to place events and objects in the right sequence to explain the passing of time</p> <p>I can sequence and describe key events using pictures, artefacts and the memories of people from different periods in my life and the lives of others</p>	<p>I know that past time can be divided into different periods in history</p> <p>I can place historical events on a simple timeline</p> <p>I can use key historical dates and terms to give key times and events from the past I have learnt about in chronological order</p>	<p>I can use terms and specific dates relating to different periods in history I have studied</p> <p>I can place key historical events from different periods in history on a timeline</p> <p>I am beginning to use more complex terms e.g. BC/AD to give key times and events from the past in chronological order</p>	<p>I can use relevant terms, specific dates and period labels to sequence different periods within a chronological framework</p> <p>I can make comparisons between different times in history</p> <p>I can use appropriate terms to match dates to people and events in different historical periods</p>	<p>I can confidently identify where key events, people and periods from history fit within a chronological framework from ancient civilizations to the present day</p> <p>I can use relevant dates and terms to give the chronology within key period in history I have studied</p>
Knowledge and understanding of events, people and changes in the past	<p>I am developing an understanding that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. (UTW)</p> <p>I can talk about the lives of the people around me and their roles in society. (UTW)</p>	<p>I can say how the past is different from today</p> <p>I can say how some things have changed since I was born</p> <p>I can describe the similarities and differences between historical artefacts I have looked at</p> <p>I can talk about people from the past who are</p>	<p>I can explain how the lives of people in the past were similar or different to my own</p> <p>I can explain some of the changes that have occurred in Britain and across the world relating to significant historical events</p> <p>I can give reasons why historical figures in acted</p>	<p>I can use factual knowledge to describe the main changes, events and achievements of historical figures in the past</p> <p>I can identify the reasons for and results of actions of key historical figures in the past I have studied</p> <p>I understand why people in the past many have</p>	<p>I can describe things that are similar or different between different periods of time I have studied using some dates and historical words</p> <p>I can explain key changes that have occurred in Britain and across the world relating to the actions of historical figures and significant historical events</p>	<p>I can describe characteristic features of past periods and societies</p> <p>I can identify differences within and across studies of life of different people in different periods in history</p> <p>I can describe some of the main events and key people during different historical periods relating</p>	<p>I can describe the beliefs, behaviours and characteristics of people in the past, recognising that not everyone shares the same views and feelings</p> <p>I can use evidence to support and illustrate past events in terms of cause and effect</p> <p>I can use primary and secondary sources to find</p>

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	<p>I know the difference between past and present events in my own life and some reasons why people's lives were different in the past. (UTW)</p>	<p>important and what they did</p> <p>I can talk about special events from the past and the impact they have had on our people's lives</p> <p>I can talk about why people did certain things in the past</p>	<p>the way they did in the past</p> <p>I can use simple historical facts to describe the lives of people and events that occurred in the past</p> <p>I am developing empathy and an understanding of how the lives of people were different in the past</p> <p>I can describe historical events, places and lives of individuals in the past who have contributed to local history</p> <p>I can use a wide range of historical terms to show my understanding of key features of events</p>	<p>done something significant</p> <p>I can compare the lives of people in the past with our life today</p> <p>I can explain some of the historical changes that have occurred locally and the impact these on our lives today</p> <p>I can identify similarities and differences between our lives and the lives of people living in the past</p> <p>I can describe things that are the same or different between different periods of time using some dates and historical words</p>	<p>I know about and understand how Britain has influenced the wider world</p> <p>I can use evidence from a range of sources to reconstruct life in Britain long ago</p> <p>I am beginning to suggest the causes and consequences of the main events and changes that have occurred in different periods of history</p> <p>I can offer reasonable explanations for some key historical events locally, nationally and globally</p>	<p>to local, national and international history</p> <p>I understand the historical concept of continuity and change</p> <p>I can examine causes and results of great events and the impact of these on people</p> <p>I can compare an aspect of life in a historical period with the same aspect in another period</p>	<p>and present key dates, characteristic and events within different historical periods relating to local, national and international history</p> <p>I can gather evidence from several sources to find out about aspects of life from the past</p> <p>I understand the historical concept of continuity and change; cause and consequence and similarity and difference and use them to make connections and make contrasts</p> <p>I can identify and explain some of the main changes that occurred within and across different periods of history</p> <p>I can explain connections, contrasts and trends over time when thinking about local, national and international history</p>
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<p>Historical Interpretation and Enquiry</p>	<p>I understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW)</p>	<p>I am beginning to use a range of historical sources e.g. books, pictures, stories to find out about the past</p> <p>I am beginning to ask and answer questions about the past using historical sources</p> <p>I am beginning to talk about different ways to represent the past e.g. photos, stories, adults talking about the past</p> <p>I am beginning to talk about what is fact and fiction when thinking about the past</p>	<p>I can use a range of historical sources e.g. books, pictures, stories to ask and answer a range of questions about the past</p> <p>I can find answers to questions about the past by looking at different sources of information</p> <p>I can discuss how helpful a historical sources is in supporting my historical enquiry</p> <p>I am able to identify different ways to represent the past</p>	<p>I can distinguish between different historical sources and am beginning to evaluate their usefulness</p> <p>I can ask historically valid questions to find out more about the past</p> <p>I can use a range of historical sources to find out about different periods in history</p> <p>I can select and record information in order to ask and answer specific historical questions</p> <p>I can identify and give reasons for different ways in which the past is represented</p>	<p>I can explain how the past can be represented in different ways</p> <p>I can use sources of information in different ways to help me answer questions about the past</p> <p>I can use evidence from different historical sources to build up a picture of past events</p> <p>I can choose relevant materials to present a picture of an aspect of life in the past</p> <p>I can ask and answer a variety of historical questions to further develop my understanding of life in the past</p>	<p>I can compare accounts of events from different historical sources</p> <p>I can use evidence from different sources to build up a picture of life in different historical periods</p> <p>I have begun to select and organise information from different historical sources to carry out an historical enquiry given to me</p> <p>I am beginning to understand that evidence needs to be used rigorously to make historical claims</p>	<p>I have begun to use information as evidence to test hypotheses when trying to find the answers to historical questions</p> <p>I can describe different ways in which the past can be interpreted</p> <p>I can show how features of the past have been retold and interpreted in different ways</p> <p>I am beginning to judge which sources of evidence are reliable and pick which sources will be most useful for particular tasks.</p>