

IQRA PRIMARY SCHOOL- HISTORY PROGRESSION OF SKILLS AND KNOWLEDGE

Key stage 1	Reception	Year 1	Year 2	End of Key Stage Expectations
Chronological Understanding	<p>Can I talk about past and present events in my own life and in the lives of family members?</p> <p>Can I put up to three objects in chronological order (recent history)?</p> <p>Can I use words and phrases like: old, new and a long time ago?</p> <p>Can I tell others about things that happened when they were little?</p> <p>Can I explain how they have changed since they were born?</p>	<p><u>Revisit:</u> Can I put up to three objects in chronological order (recent history)?</p> <p>Can I use words and phrases like: old, new and a long time ago?</p> <p>Can I tell others about things that happened when they were little?</p> <p>Can I explain how they have changed since they were born?</p> <p>Can I recognise that a story that is read to them may have happened a long time ago?</p> <p>Can I understand that some objects belonged to the past?</p> <p>Can I retell a familiar story set in the past?</p>	<p>Can I use words and phrases like: before I was born, when I was younger?</p> <p><u>Revisit:</u> Can I explain how they have changed since they were born?</p> <p>Can I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning?</p> <p>Can I use the words past and present correctly?</p> <p>Can I use a range of appropriate words and phrases to describe the past?</p> <p>Can I sequence a set of events in chronological order and give reasons for their order?</p> <p>Can I describe events from the past using dates when things happened?</p> <p>Can I begin to use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I describe events and periods using the words: ancient and century?</p>	<p>Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the first man on the moon or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and significant historical events, people and places in their own locality.</p>

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<p>Knowledge and Interpretation</p>	<p>Can I make observations of animals and plants and explain why some things occur, and talk about changes? Can I appreciate that some famous people have helped our lives be better today? Can I begin to identify the main differences between old and new objects? Can I understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p>	<p><u>Revisit:</u> Can I begin to identify the main differences between old and new objects? Can I understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can I identify objects from the past, such as old toys? Can I give examples of things that are different in my life from that of my grandparents when they were young? Can I recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p>	<p>Can I explain how my local area was different in the past? Can I recount some interesting facts from an historical event, such as the volcanic eruption in Pompeii? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can I begin to picture what life would have been like for the early settlers? Can I explain why someone in the past acted in the way they did? Can I explain what is meant by a parliament? Can I explain how events from the past have helped shape our lives?</p>	
<p>Historical Enquiry</p>	<p>Can I look closely at similarities, differences, patterns and change? (The World 40-60m) Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) Can I ask and answer questions about old and new objects?</p>	<p><u>Revisit:</u> Can I ask and answer questions about old and new objects? Can I spot old and new things in a picture? Can I give a plausible explanation about what an object was used for in the past? Can I answer questions using a range of artefacts/ photographs provided? Can I find out more about a famous person from the past and carry out some research on him or her? Can I find out something about the past by talking to an older person?</p>	<p><u>Revisit:</u> Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I answer questions by using a specific source, such as an information book? Can I research the life of a famous Briton from the past using different resources to help them? Can I research about a famous event that happens in Britain and why it has been happening for some time?</p>	

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	Can I answer questions using an artefact/ photograph provided?	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past ?	Can I research the life of someone who used to live in their area using the Internet and other sources to find out about them?	
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Key stage 2	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Chronological Understanding	<p><u>Revisit:</u> Can I sequence a set of events in chronological order and give reasons for their order?</p> <p>Can I describe events from the past using dates when things happened?</p> <p>Can I begin to use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I describe events and periods using the words: ancient and century?</p> <p>Can I describe events and periods using the words: BC, AD and decade?</p> <p>Can I use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I use my mathematical knowledge to work out how long-ago events in recent and local history would have happened?</p> <p>Can I use my mathematical skills to round up time differences into centuries and decades?</p> <p>Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p>	<p><u>Revisit:</u> Can I use my mathematical skills to round up time differences into centuries and decades?</p> <p>Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p> <p>Can I plot recent history on a timeline using centuries?</p> <p>Can I place periods of history on a timeline showing periods of time?</p> <p>Can I use my mathematical skills to work exact time scales and differences as need be?</p> <p>Can I use dates and historical language in my work?</p> <p>Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p>	<p><u>Revisit:</u> Can I use dates and historical language in my work?</p> <p>Can I draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them e.g. Development of specific features, such as medicine; weaponry; transport, etc?</p>	<p><u>Revisit:</u> Can I say where a period of history fits on a timeline?</p> <p>Can I place a specific event on a timeline by decade?</p> <p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>

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<p>Knowledge and Interpretation</p>	<p>Revisit: Can I appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can I begin to picture what life would have been like for the early settlers? Can I explain how events from the past have helped shape our lives?</p> <p>Can I recognise that Britain has been invaded by several different groups over time? Can I realise that invaders in the past would have fought fiercely, using hand to hand combat? Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I explain how people who lived in the past cooked and travelled differently and used different weapons from ours?</p>	<p>Revisit: Can I explain how events from the past have helped shape our lives? Can I appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?</p> <p>Can I recognise that the lives of wealthy people were very different from those of poor people? Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can I begin to appreciate that how we make decisions has been through a Parliament for some time e.g. ‘Henry VIII Powers’ and Parliament</p>	<p>Revisit: Can I recognise that the lives of wealthy people were very different from those of poor people? Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can I begin to appreciate that how we make decisions has been through a Parliament for some time?</p> <p>Can I describe historical events from the different period/s they are studying/have studied? Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can I appreciate that significant events in history have helped shape the country we have today (Victorian era and British Empire)? Can I gain a good understanding as to how crime and punishment has changes over the years?</p>	<p>Revisit: Can I summarise how Britain has had a major influence on world history? Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can I summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can I describe features of historical events and people from past societies and periods they have studied? Can I recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>	
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<p>Historical Enquiry</p>	<p>Revisit: Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources of evidence to answer questions? Can they research a specific event from the past to then write about this? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can I use various sources to piece together information about a period in history? Can I use my information finding skills in writing to help them write about historical information? Can I, through research, identify similarities and differences between given periods in history? Can I research two versions of an event and say how they differ?</p>	<p>Revisit: Can I research more than one version of an event and say how they differ? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can I give more than one reason to support an historical argument? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?</p>	<p>Revisit: Can I give more than one reason to support an historical argument? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can I research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can I put forward a hypothesis in order to answer a question?</p>	<p>Revisit: Can I communicate knowledge and understanding orally and in writing and offer viewpoints based upon what I have found?</p> <p>Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint? Can I identify understanding of propaganda? Can I describe historical events using a range of evidence from different sources?</p>	
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