



HISTORY

PROGRESSION OF SKILLS

HISTORICAL ENQUIRY –KEY QUESTIONS / TOPICS

EYFS

- homes
- transport
- farming

YEAR 1

- What is living memory?
- How has shopping changed in the last 80 years?
- Where in the world and when in the past are we learning about?
- How do we celebrate Bonfire night?
- Why do people in Clayton eat parkin pigs?
- What were the causes and consequences of The Great Fire of London?
- Who were the greatest Britons and what makes them so great?
- How have animals changed the world?
- How have zoos changed?
- Who visits the zoo and why?

YEAR 2

- When did Bradford become a city?
- Why are poppies significant?
- What happened at Kitty Hawk?
- Why is Grace Darling significant?
- Did Grace carry out the rescue alone?
- How did sea rescue improve?
- How have holidays changed?

YEAR 3

- What was life like in Clayton circa 100 years ago?
- How did Bradford change because of the Wool Industry?
- What was the Roman Empire?
- How did the Romans impact Britain?
- How did life change during prehistory?
- When were the earliest civilizations?
- When is a Mummy not a Mummy?

YEAR 4

- How has the ... settlement impacted our lives today?
- How did Greek superheroes change our lives?

YEAR 5

- How has the perception of Sir Titus Salt changed?
- What were the consequences of the Industrial Revolution for Bradford?
- Vikings: Ruthless killers or peaceful settlers?
- Why did the Golden Age of Islam shine?

YEAR 6

- How did the impact of Bradford Pals change the future of Bradford?
- What was life like 10,000 years ago?
- Does history repeat itself?



CHRONOLOGY

EYFS

- I can use everyday language related to time
- I can order and sequence familiar events
- I can describe main story settings, events and characters
- I can talk about changes in my own life

YEAR 1

- I can make some comments about things (features, events, people and themes) from the past.
- I can sequence a few events or objects
- I can use a number of time terms, such as 'now', 'then', 'yesterday', 'days', 'week', 'month', 'year', 'nowadays', 'past', 'old' and 'new'.

YEAR 2

- I can describe some features, events, people and themes from the past
- I can sequence a few events, objects or pieces of information on a timeline
- I can use a wider range of time terms including: recently, before, after, now, later
- I can use past and present when describing events

YEAR 3

- When I talk or write about features, events, people and themes from the past, I can include some details
- I can place events, objects, themes and people from my topic on a timeline
- I can use some 'historical period' terms
- I can also use 'century', 'decade', BC/BCE, AD/CE

YEAR 4

- When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied
- I can place a number of events, objects, themes and people from topics I have studied on a timeline
- I can use some dates and historical period terms

YEAR 5

- When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels
- I can place historical periods I have studied as well as information about my topic on a timeline
- I use dates and historical period terms accurately

YEAR 6

- When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)
- I can use a timeline to sequence local, national and international events as well as historical periods
- I can use historical periods as reference points



CONTEXT

shutterstock.com · 128128669

KNOWLEDGE OF CONTEXT

(PEOPLE, EVENTS, SITUATIONS AND DEVELOPMENTS)

EYFS

- I can talk about the key features of an event
- I can learn about the lives of family members
- I can talk about past and present events in my life and the lives of family family

YEAR 1

- I can talk about the difference between my life and others
- I can talk about historical places in my own location and other places I am looking at
- I know that we celebrate different events because of what happened many years ago
- I can talk about and recall facts about the lives of significant people
- I know and can recount stories from the past

YEAR 2

- I can talk about and recall key information about significant people from the past
- I can talk about why people did things, why events happend and what happened as a result
- I can identify differnces between ways of life at different times

YEAR 3

- I can find out about everyday lives of people in time studied
- I can compare with our life today
- I can identify reasons for and results of people's actions
- I can understand why people may have wanted to do something

YEAR 4

- I can use evidence to reconstruct life in time studied
- I can introduce the idea of empathy through a study of people's behaviour and characteristics and beliefs.
- I can identify key features and events of time studied
- I can look for links and effects in time studied
- I can offer a reasonable explanation for some events

YEAR 5

- I can study different aspects of different people - differences between between men and woman
- I can recognise the beliefs, behaviour and characteristics through a critical lens
- I can examine causes and results of great events and the impact on people
- I can compare life in early and late 'times' studied
- I can compare an aspect of life with the same aspect in another period

YEAR 6

- I can understand beliefs, behaviour, characteristics and motives of people, recognising that not everyone shares the same views, feelings and values of empathy
- I can compare beliefs and behaviour with another time studied
- I can communicate and provide an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation



shutterstock.com - 516800032

UNDERSTANDING OF HISTORICAL CONCEPTS

(EVIDENCE, INTERPRETATION, CAUSE, CHANGE, SIMILARITY/DIFFERENCE, SIGNIFICANCE)

EYFS

- I can recount an event verbally and written
- I can use past, present and future forms accurately when talking about events that have happened or are about to happen
- I can talk about changes
- I can answer how and why questions about my experiences and response to stories
- I know that information can be retrieved from books and computers

YEAR 1

- I can pick out information about the past from sources like pictures, objects and stories
- I can use stories to distinguish between fact and fiction
- I can begin to sort artefacts 'old' and 'new'
- I can find answers to simple questions about the past from sources of information e.g. artefacts

YEAR 2

- I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about
- I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about
- I can make some comments about why people did things, why events happened and what happened as a result
- I can use information from more than one source in my answers
- I can talk about some of the different ways that the past is recorded/represented

YEAR 3

- I can point out some similarities and differences between aspects of life at different times in the past
- I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying
- I can pick out some reasons for and results of people's actions and events
- I can point out which people were historically important
- I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences
- I can say which source are likely to be the most useful for a task

YEAR 4

- I can describe some changes in the historical period I am studying
- I can describe similarities and differences between some people, events and beliefs in the period of history I am studying
- I can suggest reasons for and results of people's actions and events
- I can suggest which people were historically important
- I can comment on the usefulness and accuracy of different sources of evidence
- I can identify primary and secondary sources of evidence

YEAR 5

- I can describe changes within and between periods and societies I have learned about
- I can describe similarities and differences in society, culture and religion in Britain at local and national levels
- I can give some reasons for and results of historical events, situations and changes
- I can suggest which people and causes and consequences of change are more important
- I can suggest some reasons why there are different accounts and interpretations of the past
- I compare sources of evidence to help me identify reliable information

YEAR 6

- I can describe and make some links between events, situations and changes within and between different periods and societies
- I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world
- I can explain my suggestions when giving reasons for and results of historical events, situations and changes
- I can explain which causes and consequences are the most significant
- I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness
- I can explain my evaluation of particular pieces of information and particular sources



SOURCES

EYFS

- I can talk about old photographs and objects.
- I can make simple comparisons 'same and 'different'
- I can listen to stories and rhymes based on historical events and people.

YEAR 1

- I can sort artefacts "then" and "now"
- I can use as wide a range of sources as possible
- I can use speaking and listening skills (links to literacy)
- I can ask and answer questions related to different sources and objects
- I can contribute to whole class time lines using objects and images

YEAR 2

- I can use a source – why, what, who, how, where to ask questions and find answers
- I can sequence a collection of artefacts
- I can use simple time lines
- I can discuss the effectiveness of sources with support
- I can contribute to class displays and museums

YEAR 3

- I can use a range of sources to find out about a period
- I can observe small details in artefacts
- I can select and record information relevant to the study
- I can begin to use the library and e-learning for research
- I can ask and answer questions
- I can communicate knowledge and understanding in a variety of ways; e.g. discussions, pictures, writing, annotations, drama and art

YEAR 4

- I can use evidence to build up a picture of a past event
- I can choose relevant material to present a picture of one aspect of life in times past
- I can ask and answer a variety of questions
- I can use the library and e-learning for research
- I can select data and organise to answer historical questions

YEAR 5

- I can begin to identify primary and secondary sources
- I can use evidence to build up a picture of life in time studied
- I can select relevant sections of information
- I can confidently use of library and e-learning for research
- I can record and communicate knowledge in different forms

YEAR 6

- I can recognise primary and secondary sources
- I can talk about the validity of a source in simple terms.
- I can use a range of sources to find out about an aspect of time past.
- I can use knowledge gathered from several sources to create fluent accounts
- I can use a variety of ways to communicate knowledge and understanding
- I can plan and carry out individual investigations and research