


**Wheatcroft School**  
**Progression in History**

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>I can talk about the lives of people around me and their roles in society.</li> <li>I can talk about past and present events in my own life, in the lives of family members and drawing on what has been read in my class.</li> <li>I understand the past through settings, characters and events encountered in stories.</li> </ul>	<ul style="list-style-type: none"> <li>I know where the people and events I study fit within a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>I have a developing sense of chronology and realise that the past can be divided into different periods of time.</li> <li>I can use historical terms and dates to show that I recognise some similarities and differences between periods.</li> </ul>	<ul style="list-style-type: none"> <li>I have a chronologically secure factual knowledge and understanding of aspects of British, local and world history.</li> <li>I can establish clear narratives within and across historical periods.</li> <li>I can note connections, contrasts and trends over time.</li> </ul>
<b>Knowledge and understanding of events and people in the past.</b>		<ul style="list-style-type: none"> <li>I can identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some of the main events, people and changes in history.</li> <li>I can give some reasons for and consequences of the main events and changes.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe features of past societies and periods and make links between them.</li> </ul>

<b>Historical enquiry and interpretation</b>		<ul style="list-style-type: none"> <li>• I can ask and answer questions, choosing and using parts of stories and other sources to show that I understand key features and events.</li> <li>• I can identify different ways in which the past is represented.</li> <li>• I understand some ways in which we find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can respond to historical questions.</li> <li>• I understand that aspects of the past have been represented in different ways.</li> <li>• I can use information from different sources to find out about a historical period.</li> </ul>	<ul style="list-style-type: none"> <li>• I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• I understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
<b>Communication</b>		<ul style="list-style-type: none"> <li>• I can use words and phrases related to the passing of time.</li> <li>• I can use a wide vocabulary of everyday historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• I make appropriate use of historical dates and terms in my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>