



## Becoming a historian - Progression in History

	EYFS	KS1	KS1 Bronze Level Challenge	LKS2	KS1 Silver Level Challenge	UKS2	KS1 Gold Level Challenge
Chronology	Use words and phrases like old, new and a long time ago.	Use words and phrases like: before, after, past, present, then and now when comparing two periods.	Compare more than two periods or events using the words and phrases given.	Describe events from the past using dates when things happened.  Use a timeline within a specific period of history to set out the order that things may have happened.  Plot events on a timeline using centuries.  Use my mathematical skills to round up time differences into centuries and decades.	Be able to identify which periods are out of place on a timeline of British history when they are switched.	Draw a timeline with different historical periods showing key historical events.  Place features of historical events and people from the past societies and periods in a chronological framework.	Consider the different lengths of each period of history and explore why this is so. Which are named after individual or related monarchs? for example.  Identify which periods of history are missing on a timeline of British history when they are removed.
Comparing different periods of history	Make some simple statements about how life was different for familiar people when they were young.	Make some simple statements about how life was different for people at different times in history.	Make more detailed observations about how life was different for people in the past, commenting on more than one aspect of life or technology, for example, and how they differ.	Research in order to find similarities and differences between two periods of history.  Explain how an event from the past has shaped our life today.	Research in order to find similarities and differences between more than two periods of history.	Compare two or more historical periods; explaining things which changed and things which stayed the same.  Describe how life would have been different today if things in the past had not taken place.  Summarise the main events from a period of history, explaining the order of events and what happened.  Identify and explain differences, similarities and changes between different periods of history.  Describe and make links between events and changes and give reasons for, and results of, these events and changes  Consider and discuss whether or not we should commemorate a historical figure if that individual held values we consider to be wrong.	Show a detailed, confident and accurate knowledge of the periods of British history explored throughout the curriculum, and be able to recall similarities, differences, trends and themes throughout.
Research skills and role-play	Find out things about the past by talking to a familiar older person.	Engage in teacher-led role play as a way of learning about the past.	Elaborate the role play confidently, expressing ideas and knowledge that shows a good understanding of prior learning.	Know how and where to research evidence to answer specific historical enquiry questions or home-learning tasks.  Independently, create and use accurate, detailed role-play to re-enact events from the past.  Produce work which shows I understand how the same event in history might have been experienced differently by different groups of people.	Begin to identify, select and use different ways to gather historical evidence and retrieving key information to then write up in their own words.	Research two versions of an event and explain how they differ.  Through research, identify the 'pushes' and 'pulls' that cause people to migrate.  Use role-play to explore the thoughts, feelings and decisions of people in the past to deepen their understanding and empathy.  Research two versions of an event and explain how they may differ due to bias.	Independently, identify, suggest, select and use different ways to gather historical evidence, evaluating the reliability of the different sources and retrieving key information to then write up in length in their own words.