

St Michael's History Target tracker skills breakdown and progression					
Year group	Chronological understanding	Historical enquiry *sources of information studied	Historical interpretations *Understanding and analysing information and sources.	Organisation and communication *What activities in books will look like.	Understanding of events, people, and changes
FS	3 and 4-year-olds will be learning to: - begin to make sense of their own life story and family's history - show interest in different occupations 3 and 4-year-olds will be learning to: - Continue developing positive attitudes about the differences between people - know that there are different countries in the world and talk about the differences they have experienced or seen in photos Children in reception will be learning to: - talk about members of their immediate family and community - name and describe people who are familiar to them - comment on images of familiar situations in the past - compare and contrast characters from stories, including figures from the past				
1	Place known events and objects in chronological order	Find answers to some simple questions about the past from simple sources of information	Relate his/her own account of an event and understand that others	Talk, draw, or write about aspects of the past. *sequencing pictures, sorting objects and artefacts.	

	Sequence events and recount changes within living memory	Describe some simple similarities and differences between artefacts	may give a different version		
	Use common words and phrases relating to the passing of time	Sort artefacts from 'then' and 'now'	Describe significant historical events, people and places in his/her own locality		
	Show an awareness of the past, using common words and phrases relating to the passing of time	Ask and answer relevant basic questions about the past			
		Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented			

2	Sequence events and recount changes within living memory Show an awareness of the past, using common words and phrases relating to the passing of time Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods	Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented	Describe changes within living memory and aspects of change in national life Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries Describe significant historical events, people and places in his/her own locality	Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell
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3	Use an increasing range of common words and phrases relating to the passing of time Place some historical periods in a chronological framework Use dates to order and place events on a timeline Use historic terms related to the period of study	Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of life in the past	Make comparisons between aspects of periods of history and the present day Understand that sources can contradict each other Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources	Communicate his/her learning in an organised and structured way, using appropriate terminology Provide an account of a historical event based on more than one source	Give some reasons for some important historical events. Describe changes in Britain from the Stone Age to the Iron Age. Describe a local history study.
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4	Place some historical periods in a chronological framework Use historic terms related to the period of study Use dates to order and place events on a timeline	Compare sources of information available for the study of different times in the past Make confident use of a variety of sources for independent research Use a variety of resources to find out about aspects of life in the past	Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied	Communicate his/her learning in an organised and structured way, using appropriate terminology Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source	Describe the Roman Empire and its impact on Britain. Describe Britain's settlement by Vikings Describe a local history study Use evidence to support arguments
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5	Place some historical periods in a chronological framework Use historic terms related to the period of study Use dates to order and place events on a timeline	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Compare sources of information available for the study of different times in the past Understand how our knowledge of the past is constructed from a range of sources Use sources of information in ways that go beyond simple observations to answer questions about the past Make confident use of a variety of sources for independent research	Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources Understand that sources can contradict each other	Present findings and communicate knowledge and understanding in different ways Communicate his/her learning in an organised and structured way, using appropriate terminology Provide an account of a historical event based on more than one source	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Describe Britain's settlement by Anglo-Saxons and Scots Describe a local history study Describe a study of Ancient Greek life and achievements and their influence on the western world Give some reasons for some important historical events Use evidence to support arguments
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		Use a variety of resources to find out about aspects of life in the past			
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6	Place some historical periods in a chronological framework Use historic terms related to the period of study Use dates to order and place events on a timeline	Compare sources of information available for the study of different times in the past Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Use a variety of resources to find out about aspects of life in the past Construct informed responses that involve thoughtful selection and organisation of relevant historical information	Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources	Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Describe a local history study Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 Describe a non-European society that provides contrasts with British history - one study chosen
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		Understand how our knowledge of the past is constructed from a range of sources			from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 Use evidence to support arguments
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