

St Bartholomew's Church of England Primary School

History Progression of Skills Documentation.

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------------|---|---|--|---|---|--|--|
| Similarity and Difference | I can define what the past is E.g. events, people and themes. | I can describe some features, events, people and themes from the past that are different to now. | I can talk about the past in some detail, recognising and explaining similarities and differences to lives, events or features of today. | When I talk or write about the past, I can explain with some detail; I show that I can make some connections across the period studied | 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 | When I talk and write about the past, I can explain in good detail. I can connect key events of the period in chronological order making comparisons and contrasts to other periods studied. | When I talk and write about the past, I can explain using overviews as well as detailed accounts comparing connections, contrasts and trends over time. |
| Chronology | <p>I can sequence a few events or related objects in the correct order.</p> <p>I can use a number of time terms, such as; now, then, day, week, month, year, yesterday, past, old, new.</p> | <p>I can sequence a few events, objects or pieces of information on a timeline including artefacts and photos.</p> <p>I can continue to build on my use of time terms from EYFS, including new terms and tenses such as later, now,</p> | <p>I can place events, objects, themes and people from my history topic on a timeline including artefacts and photos.</p> <p>I can use some historical period terms including 'decade' and 'century'</p> | <p>I can place a number of events, objects, themes and people from topics I have studied on a timeline.</p> <p>I can use some "historical period" terms possibly including specific dates. I can also use; century, decade and begin to use vocabulary such</p> | <p>I can place historical periods I have studied as well as information about my topic on a timeline confidently.</p> <p>I can continue to use dates and historical period terms accurately. I am confident using historical terms such as BC (BCE) and</p> | <p>I can use a timeline to sequence local, national and international events as well as historical periods.</p> <p>I confidently use historically accurate chronological vocabulary to communicate knowledge of the time period.</p> | <p>I can sequence multiple historical periods I have studied on the same timeline.</p> <p>I can use relevant dates and terms to communicate my comprehensive understanding and knowledge of multiple times</p> |

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| | | after, before, recently. | | as BC (BCE) and AD (CE) and era. | AD (CE) and era. | | periods I am studying. |
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| Sources and Evidence | <p>I can begin to identify different ways in which the past is represented e.g Story Photo Newspaper Object</p> <p>I can extract information about the past from sources like pictures, objects and stories.</p> | <p>I can begin to identify different ways in which the past is represented (e.g. photos, stories, objects, newspaper, adults talking about the past) and discuss them.</p> <p>I can use a wide a range of sources, sorting and recognising which belong to 'then' and 'now'.</p> <p>I can ask and answer questions related to different sources and objects.</p> | <p>I am able to identify different ways to represent the past and independently discuss them.</p> <p>I can use a source asking- why, what, who, how, where questions to find out answers.</p> | <p>I can identify primary and secondary sources of historical evidence.</p> <p>I can cite reasons why the past is represented in different ways depending on how long ago it was (e.g. stories objects, people, photos)</p> <p>I can devise and answer questions using the library, internet for research.</p> | <p>I can use a range of different sources of evidence (identifying primary sources vs secondary sources) to build a picture of a past event, person or time.</p> <p>I can devise a variety of higher order questions (hypothesis, how) and use the library and</p> | <p>I can confidently use a range of different sources, and begin to transfer this skill to discovering my own sources of evidence using the library, internet to help me.</p> | <p>I can confidently research a person, topic or event on my own transferring skills I have learnt to discover primary and secondary sources, deciding which are most effective to use.</p> |

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| | | | | I can begin to evaluate which sources are most useful to a historian. | internet for research. I can begin to evaluate, compare and grade which sources are most useful to a historian and why others may not be useful. | I can articulate reasons for different versions of events, point of view, introducing the idea of bias and reliability. | I can articulate and discuss how and why different arguments and interpretations of the past have been constructed, checking the accuracy of sources and confidently using the terminology of bias and reliability. |
| Change and Continuity | I can summarise some similarities and differences between photos, objects and stories that are different to my life. | I can summarise some similarities and differences between aspects of my life and the life of people in the period I am learning about. | I can summarise some similarities and differences between aspects of life at different times in the past. | I can summarise some changes in the historical period I am studying. | I can summarise changes within and between periods and societies I have learned about. | I can summarise and make some links between events, situations and changes within and between different periods and societies. | I can summarise trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time. |
| | | I can summarise some similarities and some differences between the ways of life of | I can summarise some similarities and differences between people (e.g. rich and | I can summarise similarities and differences between some people, events | I can summarise similarities and differences in society, culture and religion in | I can summarise and suggest some reasons for similarities and differences in | I can summarise similarities and differences in experiences and ideas, beliefs and attitudes of |

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| | | different people living at the time I am learning about. | poor), events in the period of history I am studying. | and beliefs in the period of history I am studying. | Britain (at local and national levels). | society, culture and religion in Britain and the wider world. | men, women and children in past societies. |
| Cause and Consequence | I can give simple reasons why events have occurred. | <p>I can give reasons why events have happened in my life, or the lives of those around me historically.</p> <p>I can make some comments about why people did things, why events happened and what happened as a result of these.</p> | <p>I can pick out some reasons for and results of people's actions and events.</p> | <p>To identify key causes and consequences over a period of time and be able to give reasons for those changes.</p> <p>I can suggest reasons for and results of people's actions and events</p> | I can give some reasons for and results of historical events, situations and changes. | <p>To identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> | <p>I can analyse and explain reasons for and results of historical events, situations and changes.</p> <p>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> |
| Significance and Impact | | | I can point out which people were historically important. | I can suggest which people were historically important | I can suggest which people and causes and consequences of change are more important. | I can explain which people, causes and consequences are the most significant. | I can explain the significance of different people, causes and consequences on history. |

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| | | | | | To explain how people and events in the past have influenced life today. | | To examine causes and results of great events and the impact these had on people. |
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