**Progression of skills in History**

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| **Area of learning** | **Early Years** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Historical Chronology** | I know that things have not always been the same.  I can talk about how things are now and begin to discuss how things may have been. | I know the difference between long ago and now.  I can compare modern and old objects; put 2 objects or events in order.  I know my life is different from the lives of people in the past. | I know where the people and events I have studied fit on a basic timeline.  I can tell you similarities and differences between ways of life at different times.  I can name a few people in the past who have contributed to national and international achievements. I can put a few objects/events in order. | I can understand that the past is divided into different periods or time, and begin to name some.  I can place events, people and changes of British, local and world history, on a timeline.  I can put artefacts or information in chronological order. | I can understand that the past is divided into differently names periods of time and use some dates to explain British, local and world history.  I can place events, people and changes of British, local and world history, on a timeline, using appropriate dates/chronological conventions eg BC, BCE and AD.  I can put artefacts or information in chronological order. | I can demonstrate a some knowledge of chronological narrative, knowledge and understanding of Britain’s past and the wider world.  I am beginning to show a chronically secure knowledge and understanding of local, national and global history.  I can tell the story of events within and across the time periods I have studied.  I can identify specific changes across different time periods. | I can demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world.  I show a chronically secure knowledge and understanding of local, national and global history.  I can tell the story of events within and across the time periods I have studied.  I can identify specific changes across different time periods over a long arc of development.  I can describe connections, contrasts and trends over short and longer time periods. |
| **Historical Concepts** | I have begun go understand how things change over time.  I can recall some simple facts.  I am beginning to discuss the order of events. | I have begun go understand how things change over time.  I can recall some simple facts.  I can give one cause of an event.  I can put 2 events or objects in order and compare them. | I can identify similarities and differences between different times.  I can tell you about some of the people or events from my work.  I can give you more than one cause of an event and give my reason why people in the past acted as they did. | I can give some reasons for the results of the main events and changes of a time studied.  I am beginning to make a few connections and contrasts eg change, cause, similarity, difference and significance.  I can tell you some of similarities/differences between different times in the past in periods covered so far. | I can give a few reasons for the results of the main events and changes of a time studied.  I can make a few connections and contrasts eg change, cause, similarity, difference and significance.  I can tell you a range of similarities/differences between different times in the past in periods covered so far. | To begin to understand historical concepts cause and consequence, continuity, change, similarity, difference etc.  I understand change and continuity.  I can question change, cause, difference, similarity and significance in a wider context.  I am beginning to understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time.  I can see trends over time.  I can see the relationship between different periods and the legacy. | To understand historical concepts cause and consequence, continuity, change, similarity, difference etc.  I understand change and continuity.  I devise questions about change, cause, difference, similarity and significance in a wider context.  I understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time.  I can discuss trends over time.  I can see the relationship between different periods and the legacy or impacts for me and my identity. |
| **Historical Interpretation** | I can tell the past is different from today.  I may be able to give my own view on why something happened in the past or how I know. | I know some of the ways in which we find out about the past.  I can tell you a few ways how the past has been described.  I am developing the skills of presenting an idea and raising questions about the past. | I understand some of the ways in which we find out about the past.  I can tell you a few ways how the past has been presented or described.  I am able to reflect on the significance of what I have learnt about the past.  I am developing the skills of presenting an idea and raising questions about the past. | I am starting to think critically, weigh evidence, sift arguments and develop perspective and judgement.  I can describe how the past can be represented in a few different ways. | To think critically, weigh evidence, sift arguments and develop perspective and judgement.  I can describe how the past can be represented or interpreted in a few different ways. | To start to think critically and debate ideas.  I can explain that the past can be represented or interpreted differently.  I am becoming aware of different views about people and events studied and can give some reasons why different versions of the past exist. | To think critically, weigh evidence, sift arguments, develop perspective and judgement.  I can explain that the past can be represented or interpreted in many different ways.  I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.  I can evaluate and carefully select from a range of historical sources to find relevant historical information.  I consider different viewpoints or think about possible bias or anachronism. |
| **Historical Enquiry** | I show an interest in the past.  I begin to ask questions about artefacts, suggesting what they might be used for.  I can find answers to simple questions in a piece of writing or from a picture. | I can ask questions about artefacts.  I might be able to investigate questions to find answers.  I can use parts of stories to show I know and understand key features of events or people’s lives which I have studied. | I can ask and answer questions about artefacts.  I might be able to investigate questions to find answers.  I can choose and use parts of stories and other sources of information to show I know and understand key features of events or people’s lives which I have studied. | I can answer historically valid questions.  I can use sources of information to help me answer questions about the past in sentences. | I can answer and sometimes devise my own historically valid questions.  I can use one or more sources of information to help me answer questions about the past in sentences. | I understand the methods of historical enquiry.  I can answer and devise my own historically valid questions.  I know how our knowledge of the past is constructed from a range of sources. | I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims.  I can answer and devise my own historically valid questions.  I make perceptive deductions about the reliability of sources.  I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources. |
| **Historical Communication** | I show awareness of the past.  I use words such as yesterday and past.  I can tell you about the past in 1 way (Eg orally, using common words and phrases.) | I use common words and phrases relating to passing of time.  I can tell you about a time before I was born.  I can recount stories accurately and explain why some people and events were important. | I use common words and phrases relating to passing of time.  I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using every day historical terms.  I can recount stories accurately and explain why some people and events were important. | I can present recalled or selected information in a variety of ways.  I can write sentences to describe some of the main events, people and changes in the history of Britain and the wider world.  I am beginning to use place value in the context of timelines. | I can present recalled or selected information in a variety of ways using specialist terms.  I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.  I am beginning to use place value in the context of timelines. | I can create my own structured accounts, including written narratives.  I can use key historical terms accurately e.g century, decade in structured, informed, written responses.  I make pertinent and valid comparisons between periods.  I am beginning to use/apply mathematical skills when placing events in chronological order, using place value, negative nos etc. | I can create my own structured accounts, including written narratives and analyses.  I can use key historical terms accurately e.g century, decade in structured, informed, written responses or descriptions of the main features of past societies/periods.  I make pertinent and valid comparisons between periods.  I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos etc. |