**Progression of skills in History**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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. |