



Progression of skills in History

Area of learning	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Chronology	See knowledge and skills organisers	<p>I know the difference between long ago and now.</p> <p>I can compare modern and old objects; put 2 objects or events in order.</p> <p>I know my life is different from the lives of people in the past.</p>	<p>I know where the people and events I have studied fit on a basic timeline.</p> <p>I can tell you similarities and differences between ways of life at different times.</p> <p>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.</p>	<p>I can understand that the past is divided into different periods or time, and begin to name some.</p> <p>I can place events, people and changes of British, local and world history, on a timeline.</p> <p>I can put artefacts or information in chronological order.</p>	<p>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.</p> <p>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.</p> <p>I can put artefacts or information in chronological order.</p>	<p>I can demonstrate a some knowledge of chronological narrative, knowledge and understanding of Britain’s past and the wider world.</p> <p>I am beginning to show a chronically secure knowledge and understanding of local, national and global history.</p> <p>I can tell the story of events within and across the time periods I have studied.</p> <p>I can identify specific changes across different time periods.</p>	<p>I can demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world.</p> <p>I show a chronically secure knowledge and understanding of local, national and global history.</p> <p>I can tell the story of events within and across the time periods I have studied.</p> <p>I can identify specific changes across different time periods over a long arc of development.</p> <p>I can describe connections, contrasts and trends over short and longer time periods.</p>

Historical Concepts	<p>I have begun to understand how things change over time.</p> <p>I can recall some simple facts.</p> <p>I am beginning to discuss the order of events.</p>	<p>I have begun go understand how things change over time.</p> <p>I can recall some simple facts.</p> <p>I can give one cause of an event.</p> <p>I can put 2 events or objects in order and compare them.</p>	<p>I can identify similarities and differences between different times.</p> <p>I can tell you about some of the people or events from my work.</p> <p>I can give you more than one cause of an event and give my reason why people in the past acted as they did.</p>	<p>I can give some reasons for the results of the main events and changes of a time studied.</p> <p>I am beginning to make a few connections and contrasts eg change, cause, similarity, difference and significance.</p> <p>I can tell you some of similarities/differences between different times in the past in periods covered so far.</p>	<p>I can give a few reasons for the results of the main events and changes of a time studied.</p> <p>I can make a few connections and contrasts eg change, cause, similarity, difference and significance.</p> <p>I can tell you a range of similarities/differences between different times in the past in periods covered so far.</p>	<p>To begin to understand historical concepts cause and consequence, continuity, change, similarity, difference etc.</p> <p>I understand change and continuity.</p> <p>I can question change, cause, difference, similarity and significance in a wider context.</p> <p>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.</p> <p>I can see trends over time.</p> <p>I can see the relationship between different periods and the legacy.</p>	<p>To understand historical concepts cause and consequence, continuity, change, similarity, difference etc.</p> <p>I understand change and continuity.</p> <p>I devise questions about change, cause, difference, similarity and significance in a wider context.</p> <p>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.</p> <p>I can discuss trends over time.</p> <p>I can see the relationship between different periods and the legacy or impacts for me and my identity.</p>
Historical Interpretation	<p>I can tell the past is different from today.</p> <p>I may be able to give my own view on why something</p>	<p>I know some of the ways in which we find out about the past.</p> <p>I can tell you a few ways how the past has been described.</p>	<p>I understand some of the ways in which we find out about the past.</p> <p>I can tell you a few ways how the past</p>	<p>I am starting to think critically, weigh evidence, sift arguments and develop perspective and judgement.</p>	<p>To think critically, weigh evidence, sift arguments and develop perspective and judgement.</p> <p>I can describe how the past can be</p>	<p>To start to think critically and debate ideas.</p> <p>I can explain that the past can be represented or interpreted differently.</p>	<p>To think critically, weigh evidence, sift arguments, develop perspective and judgement.</p> <p>I can explain that the past can be</p>

	<p>happened in the past or how I know.</p>	<p>I am developing the skills of presenting an idea and raising questions about the past.</p>	<p>has been presented or described.</p> <p>I am able to reflect on the significance of what I have learnt about the past.</p> <p>I am developing the skills of presenting an idea and raising questions about the past.</p>	<p>I can describe how the past can be represented in a few different ways.</p>	<p>represented or interpreted in a few different ways.</p>	<p>I am becoming aware of different views about people and events studied and can give some reasons why different versions of the past exist.</p>	<p>represented or interpreted in many different ways.</p> <p>I am aware of different views about people and events studied and can give some reasons why different versions of the past exist.</p> <p>I can evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>I consider different viewpoints or think about possible bias or anachronism.</p>
<p>Historical Enquiry</p>	<p>I show an interest in the past.</p> <p>I begin to ask questions about artefacts, suggesting what they might be used for.</p>	<p>I can ask questions about artefacts.</p> <p>I might be able to investigate questions to find answers.</p> <p>I can use parts of stories to show I know and understand key features of events or people's lives which I have studied.</p>	<p>I can ask and answer questions about artefacts.</p> <p>I might be able to investigate questions to find answers.</p> <p>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.</p>	<p>I can answer historically valid questions.</p> <p>I can use sources of information to help me answer questions about the past in sentences.</p>	<p>I can answer and sometimes devise my own historically valid questions.</p> <p>I can use one or more sources of information to help me answer questions about the past in sentences.</p>	<p>I understand the methods of historical enquiry.</p> <p>I can answer and devise my own historically valid questions.</p> <p>I know how our knowledge of the past is constructed from a range of sources.</p>	<p>I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims.</p> <p>I can answer and devise my own historically valid questions.</p> <p>I make perceptive deductions about the reliability of sources.</p> <p>I know how our knowledge of the past is constructed from a</p>

							range of sources and can select and organise relevant historical information from a range of historical sources.
Historical Communication	<p>I show awareness of the past.</p> <p>I use words such as yesterday and past.</p> <p>I can tell you about the past in 1 way (Eg orally, using common words and phrases.)</p>	<p>I use common words and phrases relating to passing of time.</p> <p>I can tell you about a time before I was born.</p> <p>I can recount stories accurately and explain why some people and events were important.</p>	<p>I use common words and phrases relating to passing of time.</p> <p>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.</p> <p>I can recount stories accurately and explain why some people and events were important.</p>	<p>I can present recalled or selected information in a variety of ways.</p> <p>I can write sentences to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>I am beginning to use place value in the context of timelines.</p>	<p>I can present recalled or selected information in a variety of ways using specialist terms.</p> <p>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.</p> <p>I am beginning to use place value in the context of timelines.</p>	<p>I can create my own structured accounts, including written narratives.</p> <p>I can use key historical terms accurately e.g century, decade in structured, informed, written responses.</p> <p>I make pertinent and valid comparisons between periods.</p> <p>I am beginning to use/apply mathematical skills when placing events in chronological order, using place value, negative nos etc.</p>	<p>I can create my own structured accounts, including written narratives and analyses.</p> <p>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.</p> <p>I make pertinent and valid comparisons between periods.</p> <p>I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos etc.</p>