

## History ~ Progression of skills

History	Chronological understanding	Knowledge and understanding of past events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Sequence some events or at least two related objects in order</li> <li>Uses time related vocabulary and phrases: old, new, young, days, months</li> <li>Can recall parts of stories and memories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Can explain the difference between past and present in own and other people's lives</li> </ul>	<ul style="list-style-type: none"> <li>Can identify and recount some details from the past from sources (eg. pictures, stories)</li> </ul>	<ul style="list-style-type: none"> <li>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge and understanding of the past in different ways (eg. drawing, writing, talking, role play).</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Recount changes in own life over time</li> <li>Puts at least 3 people, events or objects in order using a given scale.</li> <li>Uses more complex time related vocabulary such as recently, before, after, now, later.</li> <li>Confidently uses past and present when telling others about an event.</li> </ul>	<ul style="list-style-type: none"> <li>Relates information to describe the past.</li> <li>Uses information to describe differences between then and now.</li> <li>Explains the main events from a period in history.</li> <li>Gives evidence to explain reasons why people in past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</li> <li>Can explain with reasons why some people in the past did things.</li> </ul>	<ul style="list-style-type: none"> <li>Looks carefully at pictures or objects to find information about the past.</li> <li>Asks and answers questions such as: 'what was it like for a ...?', 'what happened in the past?', 'how long ago did ... happen?',</li> <li>Can estimate the ages of people by studying and describing their features.</li> </ul>	<ul style="list-style-type: none"> <li>Describes objects, people and events.</li> <li>Knows and can write their own date of birth.</li> <li>Writes simple stories and recounts about the past.</li> <li>Creates labelled diagrams and writes about them to tell others about people, events and objects from the past.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Uses timelines to sequence events</li> <li>Understands timeline can be divided into BC and AD.</li> <li>Confidently applies time related vocabulary: century, decade.</li> </ul>	<ul style="list-style-type: none"> <li>Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities,</i> <i>clothes, way of life and actions of people, buildings and their uses, people's</i></li> </ul>	<ul style="list-style-type: none"> <li>Looks at 2 versions of same event and identifies differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Presents findings about past using speaking, writing, ICT and drawing skills</li> <li>Uses dates and terms with increasing accuracy.</li> </ul>

## History ~ Progression of skills

		<p><i>beliefs and attitudes, things of importance to people, differences between lives of rich and poor</i></p> <ul style="list-style-type: none"> <li>• Applies evidence to find out how any of these may have changed during a time period.</li> <li>• Describes similarities and differences between people, events and objects</li> <li>• Demonstrates changes on a timeline</li> </ul>		<ul style="list-style-type: none"> <li>• Asks questions such as 'how did people ...? What did people do for ...?'</li> <li>• Suggests sources of evidence to use to help answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses different ways of presenting information for different purposes.</li> </ul>
<b>Year4</b>	<ul style="list-style-type: none"> <li>• Uses words and phrases: century, decade, BC, AD, after, before, during.</li> <li>• Divides recent history into present, using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries.</li> <li>• Names and places dates of significant events from past on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows knowledge and understanding by describing features of past societies and periods.</li> <li>• Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li> <li>• Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</li> <li>• Describes how some of the past events/people affect life today.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and gives reasons why there may be different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the difference between primary and secondary sources of evidence.</li> <li>• Understands the need for evidence and uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Asks questions such as 'what was it like for a ..... during .....?'</li> <li>• Suggests sources of evidence from a selection provided to use to help answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</li> <li>• Accurately uses dates and historical terms.</li> <li>• Discusses most appropriate way to present information, considering the audience.</li> <li>• Understands and applies subject specific words such as settlement, invader, monarch</li> </ul>

## History ~ Progression of skills

<p><b><u>Year 5</u></b></p>	<ul style="list-style-type: none"> <li>• Can use timelines to place and sequence local, national and international events.</li> <li>• Sequences historical periods.</li> <li>• Describes events using historical vocabulary: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</li> <li>• Identifies and explains changes within and across historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</li> <li>• Can explain the causes and consequences of the main events, situations and changes in the periods studied.</li> <li>• Identifies changes and links within and across the time periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and explores different versions of the same event and identifies differences in the accounts.</li> <li>• Can justify why there may be different accounts of history.</li> <li>• Understands that people (currently and historically) represent events or ideas in ways that persuade others</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Asks a range of questions about the past.</li> <li>• Selects reliable sources of evidence to answer questions.</li> <li>• Understands and can explain that there is often not a single answer to historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates structured presentations and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</li> <li>• Applies and uses dates and historical terms accurately.</li> <li>• Selects and justifies most appropriate way to present information to an audience</li> </ul>
<p><b><u>Year 6</u></b></p>	<ul style="list-style-type: none"> <li>• Uses timelines to place events, periods and cultural movements from around the world.</li> <li>• Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• Understands and uses key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>• Describes main changes in a period in history using</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and selects reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>• Can explain how any of above may have changed during a time period.</li> <li>• Draws conclusions and provides own reasons why</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that the past has been represented in different ways.</li> <li>• Draws conclusions and provides accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>• Understands and explains that some evidence is propaganda, opinion or misinformation</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses different sources of information and artefacts.</li> <li>• Evaluates and gives reasons for the usefulness and accuracy of different sources of evidence.</li> <li>• Selects the most appropriate source of evidence for particular tasks and justifies choice.</li> <li>• Can explain own opinions about historical events using</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information systematically with clear structure.</li> <li>• Selects and uses a range of presenting methods</li> <li>• Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram) and justifies choices.</li> <li>• Uses specific dates and historical terms accurately.</li> </ul>

## History ~ Progression of skills

	<p>historical vocabulary such as: social, religious, political, technological and cultural.</p> <ul style="list-style-type: none"><li>• Recalls accurately the date of any significant event studied from past and can order it chronologically</li></ul>	<p>changes may have occurred, backed up with evidence.</p> <ul style="list-style-type: none"><li>• Shows identified changes on a timeline.</li><li>• Identifies and articulates similarities and differences between some people, events and objects studied.</li><li>• Understands and describes how some changes affect life today.</li><li>• Makes links between features of past societies.</li></ul>	<p>and that this affects interpretations of history.</p>	<p>evidence from a range of sources.</p>	
--	---	---	--	--	--