



## History Progression of Skills



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>I can sequence some events from my own life in order</p> <p>I can make some comments about things from the past that have happened to me</p> <p>I can order information on a timeline.</p> <p>I can describe changes within or beyond living memory.</p>	<p>I can sequence some events from my own life on a timeline.</p> <p>I can describe memories of key events in people's lives</p> <p>I can sequence significant information in chronological order.</p> <p>I can describe how an aspect of life has changed over time.</p>	<p>I can place the time period studied on a timeline</p> <p>I can begin to use dates and terms related to the period of study</p> <p>I can sequence events and artefacts</p> <p>I can sequence dates and information from several historical periods on a timeline.</p> <p>I can summarise how an aspect of British or world history has changed over time.</p>	<p>I can place events from the time period studied on a timeline</p> <p>I can use dates and terms related to the period of study</p> <p>I can make comparisons between different time periods</p> <p>I can use more complex terms e.g. BC/AD</p> <p>I can sequence significant dates about events within a historical time period on historical timelines.</p> <p>I can answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p>	<p>I can place events from the time period studied on a timeline with increasing confidence</p> <p>I use relevant dates and terms related to the period of study</p> <p>I can sequence and make connections between periods of world history on a timeline.</p> <p>I can frame historically valid questions about continuity and change and construct informed responses.</p>	<p>I can position time periods studied to other time periods taught across the school</p> <p>I can make more considered comparisons between a growing range of different time periods</p> <p>I can articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>I can describe the causes and consequences of a significant event in history.</p>



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Range and depth of historical knowledge	<p>I can recognise the difference between past and present in their own and others' lives.</p> <p>I can recount stories from the past.</p> <p>I can understand the term <i>significant</i> and explain why a significant individual is important.</p>	<p>I know some historical figures and understand why they were important.</p> <p>I can begin to compare historical periods with life today.</p> <p>I can use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p>I know about some everyday aspects of people's lives from different time periods.</p> <p>I can compare historical periods with life today.</p> <p>I can devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p>	<p>I can identify key features and events of a time studied.</p> <p>I can describe some changes in the historical period being studied.</p> <p>I can construct a profile of a significant leader using a range of historical sources.</p>	<p>I can describe changes within and between periods and societies studied.</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare an aspect of life with the same aspect in another life</p> <p>I can explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings.</p> <p>I can give an explanation of past events in terms of cause and effect using evidence to support an explanation.</p> <p>I can compare and contrast themes between different time periods.</p> <p>I can examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p>



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Interpretations of history	<p>I can pick out information about the past from sources like pictures, artefacts and stories.</p> <p>I can use a range of historical artefacts to find out about the past.</p>	<p>I can compare pictures or photographs of people or events in the past with now.</p> <p>I can examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p>	<p>I can identify and give reasons for different ways the past is represented.</p> <p>I can make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>I can begin to evaluate the usefulness of different sources.</p> <p>I can explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p>	<p>I can offer some reasons for different versions of events.</p> <p>I can begin to compare accounts of events from different sources.</p> <p>I can use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p>I can link sources and work out how conclusions were arrived at.</p> <p>I am aware that different evidence will lead to different conclusions.</p> <p>I can ask perceptive questions to evaluate an artefact or historical source.</p>
Historical Enquiry	<p>I can find out answers to simple questions about the past from sources of information, e.g. artefacts.</p> <p>I can talk, draw and write my ideas.</p>	<p>I can use a source/artefact to answer questions about the past on the basis of observations.</p> <p>I can represent the past in a different ways.</p>	<p>I can use a range of sources to find about a period.</p> <p>I can begin to select and record relevant information from non-fiction text, online resources and other sources.</p>	<p>I can use evidence to build up a clearer picture about past events.</p> <p>I can ask a variety of questions.</p> <p>I can use the library and internet for research.</p>	<p>I can begin to discuss primary and secondary sources.</p> <p>I can use the library and internet for research with increasing confidence.</p>	<p>I can discuss primary and secondary sources.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p>