



## History Skill Progression

	<b>EYFS</b> - People & Communities - Understanding The World - Speaking & Listening	<b>Year 1</b> - Changes in living memory (AFCB) - Lives of significant individuals who have contributed to national & international achievements (William C, Guy Fawkes)	<b>Year 2</b> - Events beyond living memory significant nationally or globally – GFOL, Bonfire Night - Lives of significant individuals – Samuel Pepys, Harry Paye	<b>Year 3</b> - Changes in Britain from the Stone Age to the Iron Age - The Roman Empire and its impact on Britain - Britain's settlement by Celts, Anglo-Saxons & Vikings, as well as struggles for Kingdom	<b>Year 4</b> - Achievements of ancient civilisations – Egypt - A study of an aspect or theme in British history beyond 1066 (Tudors) - A local history study (Smugglers)	<b>Year 5</b> - A study of an aspect or theme in British history beyond 1066 (English Civil War) - A Non-European society (Mayans)	<b>Year 6</b> - Achievements of ancient civilisations (Ancient Greece) - A local history study (Habitats) - A study of an aspect or theme in British history beyond 1066 (WW2)
<b>Chronological Understanding</b>	<p>I can identify and sequence a simple past event in the correct order (e.g. went downslide, hurt finger).(Speaking 30-50m)</p> <p>I can recall and talk about past and present events in my own life and in the lives of family members? (P&amp;C ELG)</p>	<p>I can sequence up to three objects or events in chronological order? (Castles)</p> <p>I can recognise and use words and phrases like: old, new and a long time ago? (Castles)</p> <p>I can recall and describe to others about things that happened when they were little? (AFCB)</p>	<p>I can recognise that a story that is read to them may have happened a long time ago? (GFOL)</p> <p>I can compare and contrast objects that belonged to the past with the present? (GFOL, Pirates)</p> <p>I can retell a familiar story set in the past? (GFOL)</p> <p>I can recognise that some people in history come before others? (ALL)</p> <p>I can recognise and use words recently, before, after, now, later correctly? (ALL)</p> <p>I can select a range of appropriate words and phrases to describe the past? (ALL)</p>	<p>I can explain events and periods using the words: BC, AD and decade? (StA, Romans, I&amp;S)</p> <p>I can describe events from the past using dates when things happened? (ALL)</p> <p>I can use a timeline to sequence in history the things may have happened? (ALL)</p> <p>I can use my mathematical knowledge to work out how long ago events in recent and local history would have happened? (SA, I&amp;S)</p> <p>I can begin to demonstrate understanding of the different time periods that exists between different groups that invaded Britain? (I&amp;S)</p>	<p>I can place periods of history on a timeline showing periods of time, such as century? (E, Tudors, S)</p> <p>I can use my mathematical skills to work exact time scales and differences as need be? (ALL)</p> <p>I can explain clearly in my work, using dates and historical language? (ALL)</p> <p>I can begin to demonstrate understanding of what main events happened in Britain/ the world during different centuries? (Tudors, S)</p>	<p>I can accurately explain in my work, using a range of dates and historical language? (ALL)</p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? (ALL)</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework? (ALL)</p> <p>I can summarise the main events happened in Britain/ the world during different centuries? (ALL)</p>	<p>I can apply my understanding to place a period of history on a timeline? (ALL)</p> <p>I can sequence a specific event on a timeline by decade? (India, WW2)</p> <p>I can identify and classify features of historical events and people from past societies and periods in a chronological framework? (ALL)</p> <p>I can justify and evaluate how some ancient civilizations showed greater advancements than people who lived centuries after them? (AG)</p>



Knowledge and Understanding of past events, people and changes in the past.	I can recall and talk about past and present events in my own life and in the lives of family members? (P&C ELG)	I can recognise the difference between past and present in own and other people's lives (ALL)	I can identify information to describe the past. (ALL)	I can explain and use evidence to describe past: (ALL)	I can show knowledge and understanding by describing features of past societies and periods. (ALL)	I can recall and demonstrate understanding of some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. (ALL)	I can critique reliable sources of factual evidence to describe:
			I can use information to describe differences between then and now. (ALL)	Houses and settlements	I can identify and explain some ideas, beliefs, attitudes and experiences of men, women and children from the past. (ALL)	I can justify causes and consequences of the main events, situations and changes in the periods studied. (ALL)	Houses and settlements
			I can sequence main events from a significant period in history. (GFOL)	Clothes, way of life and actions of people	People's beliefs and attitudes	I can evaluate changes and links within, and across, the time periods studied. (ALL)	Culture and leisure activities
			I can select evidence to explain reasons why people in past acted as they did. (GFOL, P)	Buildings and their uses	I can summarise and give 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. (Tudors)		Clothes, way of life and actions of people
				Things of importance to people	I can describe and explain how some of the past events/people affect life today (ALL)		Buildings and their uses
				Differences between lives of rich and poor			People's beliefs, religion and attitudes
				I can use evidence to speculate how any of these may have changed during a time period. (ALL)			Things of importance to people
				I can describe similarities and differences between people, events and objects (ALL)			Differences between lives of rich and poor. (ALL)
				I can show changes on a timeline (ALL)			I can make reasoned judgements on how any of the above may have changed during a time period. (ALL)
							I can justify my own reasons why changes may have occurred, applied with relevant evidence. (ALL)
							I can show and identify changes on a timeline. (ALL)
							I can describe similarities and differences between some people, events and objects studied. (ALL)
							I can evaluate how some changes affect life today. (WW2)
							I can make links between some features of past societies. (ALL)



Knowledge and Interpretation	I can develop an understanding of growth, decay and changes over time (The world 30-50m)	I can begin to identify and recall some details from the past from sources (eg. pictures, stories) (ALL)	I can recall some interesting facts from an historical event, such as where the fire of London started (GFOL)	I can demonstrate understanding that the early Britons would not have communicated as we do or have eaten as we do (Stone Age)	I can suggest why certain events happened as they did in history (ALL)	I can justify how we make decisions has been through both King or Queen and Parliament through history, and how this has changed over time (CW)	I can summarise the main events from a specific period in history, evaluating the order in which key events happened (ALL)
	I can make observations and explain why some things occur, and talk about changes? (The World ELG)	I can appreciate that some famous people have helped our lives be better today (Castles, Festivals)  I can begin to identify the main differences between old and new objects (ALL)  I can identify objects from the past (ALL)  I can give examples of things that are different in my life from that of the past. (ALL)  I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? (Festivals)  I can explain how my local area was different in the past (AFCB)	I can recognise why Britain has a special history by naming some famous events and some famous people (GFOL, P)  I can describe why someone in the past acted in the way they did? (ALL)	I can explain what life would have been like for the early settlers (Invaders & Settlers)  I can speculate why certain events happened as they did in history (ALL)  I can recognise that Britain has been invaded by several different groups over time (Invaders & Settlers)	I can suggest why certain people acted as they did in history (ALL)  I can demonstrate understanding about how events from the past have helped shape our lives (ALL)  I can evaluate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past (Egypt)  I can begin to explain that how we make decisions has been through both King or Queen and Parliament, through history (Tudors)  I can summarise reasons why there may be different accounts of history. (ALL)	I can demonstrate understanding that people (now and in past) can represent events or ideas in ways that persuade others (ALL)  I can evaluate historical events from the different periods they are studying, and have studied (ALL)  I can empathise about the lives of wealthy people and poor people, and the differences they experienced (USA)  I can apply a good understanding as to how crime and punishment has changed over the years (USA, CW)	I can justify how Britain has had a major influence on world history (WW2, India)  I can hypothesise what Britain may have learnt from other countries and civilizations through time gone by and more recently (WW2, India)  I can make reasoned judgements about the features of historical events and people from past societies and periods they have studied (ALL)  I can critique and describe differences and similarities/ changes and continuity between different periods of history (ALL)



Historical Enquiry	I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world (The World 30-50m)	I can ask and answer questions about old and new objects (ALL)	I can answer questions using a range of artefacts/ photographs selected, and key question words that are relevant (ALL)	I can explain the part that archaeologists have had in helping us understand more about what happened in the past (Stone Age, Invaders & Settlers)	I can use various sources to sequence information about a period in history (ALL)	I can speculate answers in order to answer a question (ALL)	I can apply my understanding to reach informed conclusions about different sources of information and artefacts. (ALL)
	I can look closely at similarities, differences, patterns and change (The World 40-60m)	I can identify old and new things in a picture (ALL)	I can identify more about a famous person from the past by carrying out some research (GFOL, P)	I can compare and contrast various sources of evidence to answer questions (ALL)	I can use my research skills to help me compare and contrast historical information (ALL)	I can demonstrate understanding of how historical artefacts have helped us understand more about British lives in the present and past (Civil War)	I can evaluate the usefulness and accurateness of different sources of evidence. (ALL)
	I can make observations of animals and plants and explain why some things occur, and talk about changes (The World ELG)	I can answer questions using an artefact/ photograph selected (ALL)	I can answer questions by selecting a specific source, such as an information book (ALL)	I can research a specific event from the past to then write about this (ALL)	I can, through research, identify similarities and differences between given periods in history (Tudors)	I can explain than one reason to support an historical argument (ALL)	I can form my own hypothesis about historical events from a range of sources (ALL)
		I can give a clear observation about what an object was used for in the past (ALL)	I can answer questions using a range of artefacts/ photographs selected, and then further speculate on what they show. (ALL)	I can justify more than one reason to support an historical argument (Tudors, Smugglers)		I can identify and justify my understanding of propaganda (USA)	I can study more than one source of information and critique how the author may be attempting to persuade or give a specific viewpoint (WW2)
		I can identify something about the past by talking to an older person (AFCB, Festivals)	I can research the life of a famous Briton from the past using different selected resources to help me (ALL)			I can ask a range of questions about the past, and evaluate the answers (ALL)	I can evaluate and explain my understanding of propaganda (WW2)
			I can describe the life of someone who used to live in their area using the Internet and other sources to find out about them (P)			I can critique the reliability of sources of evidence, in order to answer questions. (ALL)	I can explain a key event from Britain's past using a range of evidence from different sources (WW2, India)
						I can demonstrate the understanding that there is often not a single answer to historical questions. (ALL)	