Skills Progression:
History

Note: each year group should also be able to use the skills from the previous years.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge and understanding	I can describe events that have happened in my life. I can identify some similarities and differences between ways of life at different times- e.g. telephones, cars, houses.	I can begin to describe similarities and differences in artefacts. I can compare and contrast now to periods of time in the past. I can study the lives of significant individuals.	I can find out about people and events in other times. I can use drama to develop empathy and understanding (hot seating, sp. and listening) I can study the lives of significant individuals in detail. I can explore ancient civilisations.	I can use evidence to reconstruct life in time studied. I can identify key features and events I can look for links and effects in time studied. I can offer a reasonable explanation for some events. I can develop a broad understanding of ancient civilisations and significant individuals.	I can study different aspects of life of different people – differences between rich and poor. I can examine causes and results of great events and the impact on people. I can compare life in early and late times studied. I can study an ancient civilization and significant individuals, in detail.	I can find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. I know key dates, characters and events of time studied. I can compare and contrast ancient civilisations. I can compare and contrast significant individual with evidence.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	I can sequence events or objects in chronological order. I can identify events on a time line.	I can sequence artefacts closer together in time. I can sequence events. I can sequence photos etc. from different periods of their/others' lives.	I can place the time studied on a time- line. I can sequence events or artefacts. I can use dates related to the passing of time.	I can add events from period studied on a hand drawn time line. I can use terms related to the period and begin to date events. I can fully understand more complex terms e.g. BC/AD	I can add current study on time line in relation to other historical studies. I know and sequence key events of time studied. I can use relevant terms and periods labels. I can relate current studies to previous studies.	I can place current study on time line in relation to other historical studies. I can use relevant dates and terms. I can sequence up to ten events on a time line.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretation	I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).	I can compare pictures or photographs of people or events in the past. I can identify different ways to represent the past.	I can identify and give reasons for different ways in which the past is represented. I can look at representations of the period – museum, cartoons etc.	I can look at the evidence available. I can begin to evaluate the usefulness of different sources I can use text books and historical knowledge.	I can compare accounts of events from different sources. (Fact or fiction). I can offer some reasons for different versions of events.	I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.

			I can observe small details – artefacts, pictures.			I am aware that different evidence will lead to different conclusions. I am confident when using the library and the internet for research.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	I can ask questions- what, how, why to find out answers, collectively. I can use as wide a range of sources as possible. I can use speaking and listening skills (links to literacy).	I can use a source – why, what, who, how, where, why to ask questions and find answers. I can use time lines. I can discuss the effectiveness of sources.	I can ask and answer questions I can begin to use the library, e-learning for research. I can use a range of sources to find out about a period. I can select and record information relevant to the study.	I can ask a variety of questions. I can use books and online learning for research. I can use evidence to build up a picture of a past event. I can choose relevant material to present a picture of one aspect of life in time past	I am confident in using the library and online learning for research. I can begin to identify primary and secondary sources. I can use evidence to build up a picture of life in time studied. I can select relevant sections of information.	I can recognise primary and secondary sources. I can use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out. I can bring knowledge gathering from several sources together in a fluent account.