



Progression of Skills

History

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	I can development my knowledge of the past within and beyond my living memory. I can sequence pictures, dates and artefacts from different periods.		I can identify how a timeline can be divided into BC and AD (Y3). I can place a period of time on a timeline and explain how it links to other periods of time I have studied. I can recognise key dates within a historical study.		I can order significant events, movements and dates on a timeline and how it connects to other periods of time I have studied. I can identify and compare changes within and across a period of time.	
Knowledge and Understanding (of events, people and changes in the past)	I can recognise some similarities and differences between the past and the present and between ways of life in different periods. I can describe significant people and events from the past. I understand there are reasons why people in the past acted as they did.		I can note key changes over a period of time and give reasons for those changes. I can find out about the everyday lives of the people of a time studied and compare them to how we live today. I can recognised how events and people of the past have influenced our lives today. I know key information about a time studied, such as dates, leaders, and events.		I can describe social, cultural, religious and ethnic diversity in Britain and the wider World. I can examine causes and results of great events and the impact these had on people. I know and can apply key information about a time studied and recognise how this links to other periods in history.	
Historical Terms	I can use historical vocabulary to retell stories and talk about the past (King, Queen, and Castle).		I can use new historical terms to communicate information, such as ruled, empire, reigned, invasion, conquer, kingdom.		I know and can show a good understanding of historical vocabulary including abstract terms, such as democracy, civilisation, social, political economic, cultural and religious.	
Historical Enquiry - using evidence	I can ask questions about the past. I can gather information from a picture, photo or artefact to find out about the past. I can recognise why people did things, why events happened and what happened as a result.		I can answer and begin to compose my own questions to find out about the past. I can gather more detail from a range of sources such as maps, pictures, photographs, artefacts. I can begin to undertake my own research.		I can answer and begin to compose my own questions to find out about the past and construct detailed, informed responses. I can gather more detail from a range of sources such as maps, pictures, photographs, artefacts, official documents (census, birth certificates etc). I can pose my own historical questions to follow as a line of enquiry ( <b>Complete this once within the year, within one unit</b> ).	
Interpretation of History	I can compare two versions of a past event.		I can look at 2 of more versions of the same event/story in history to identify differences and explain the reasons for this.		I can use a range of evidence to offer clear reasons of different interpretations of the past, linking this to factual knowledge of the past. <i>For instance, conspiracy theories, bias, propaganda.</i>	
Communicating Ideas	I can talk, write and draw about things from the past. I can use drama to communicate my knowledge from the past.		I can present my own research following a structure. I can communicate my understanding of the past through diagrams, role-play and a variety of writing genres.		I can plan and present my own historical study project. I can communicate my understanding of the past through discussion and debate using key terminology and a variety of writing genres.	

Some statements have been adapted from a range of sources, including the National Curriculum 2014, The Historical Association, *A Progression in History* and Twinkl Planet.