

# Progression in History Skills



Crawford Village  
Primary School & Nursery

	Year 1 (KS1 Skills)	Year 2 (KS1 Skills)	Year 3 (Lower KS2 Skills)	Year 4 (Lower KS2 Skills)	Year 5 (Upper KS2 Skills)	Year 6 (Upper KS2 Skills)
Chronology	<p>Recognise the distinction between past and present.</p> <p>Order and sequence some familiar events and objects.</p> <p>Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</p> <p>I can tell the difference between past and present I can begin to order different events I can look at how are lives have changed over time</p>	<p>Order and sequence events and objects.</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past.</p> <p>Use common words and phrases concerned with the passing of time.</p> <p><i>I can order different events and objects</i></p> <p><i>I can see what has changed and what has stayed the same in the lives of people in the past</i></p> <p><i>I can use different words to describe the passing of time</i></p>	<p>Use some dates and historical terms when ordering events and objects.</p> <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Explore trends and changes over time.</p> <p><i>I can begin to use dates and historical words when ordering events and objects</i></p> <p><i>I can see that history can be divided into different time periods</i></p>	<p>Use dates and historical terms when ordering events and objects.</p> <p>Identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and across different periods of time.</p> <p><i>I can use dates and historical words when ordering events and objects</i></p> <p><i>I can point out where people and events fit chronologically</i></p>	<p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p><i>I can use dates and historical words when ordering events and objects</i></p> <p><i>I can point out where people, places and events fit chronologically</i></p>	<p>Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p><i>I can use dates and historical words when ordering events and objects</i></p> <p><i>I can confidently recall chronological events</i></p> <p><i>I can explore and compare different time</i></p>

	I can use words to describe history like "a long time ago"		I can explore trends and changes over time	I can explore and compare different time periods	I can explore and compare different time periods both in the long and short term	periods both in the long and short term
<b>Events, People and Changes</b>	<p>Retell some events from beyond their living memory which are significant nationally or globally.</p> <p>Describe some changes within their living memory (including aspects of national life where appropriate).</p> <p>I can talk about big events that have happened in the past</p> <p>I can describe things that have changed during my life</p>	<p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Develop awareness of significant historical events, people and places in their own locality.</p> <p>I can understand the great achievements of special people</p> <p>I know there are big events that have happened in my local area</p>	<p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</p> <p>Describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Demonstrate knowledge of aspects of history significant in their locality.</p> <p>I can describe changes in Britain from the Stone Age to the Iron Age and explain why they happened</p> <p>I can describe the impact the Roman empire had on Great Britain</p> <p>I can demonstrate my own knowledge</p>	<p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</p> <p>I can describe and compare the achievements of the Earliest civilisations</p> <p>I can demonstrate my knowledge of once specific civilisation</p>	<p>Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</p> <p>Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</p> <p>Describe key aspects of a non-European society such as the early Islamic civilisation.</p> <p>I can describe the Anglo-Saxons and the Scots settlement in Britain</p> <p>I can demonstrate my knowledge of Ancient Greek and how it has influenced the Western world.</p> <p>I can describe the key aspects of a non-European society</p>	<p>Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</p> <p>Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p>I can describe the struggle between the Vikings and the Anglo Saxons in the time of Edward the Confessor</p>

			of history in my local area.	I can demonstrate my knowledge of one particular theme of British History post 1066		
<b>Interpretation, Enquiry and Using Sources</b>	<p>Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past.</p> <p>Identify some of the basic ways in which the past can be represented.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p> <p>I can answer questions about different people, events, beliefs and communities from the past</p> <p>I can show how the best can be represented</p>	<p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Consider why things may change over time.</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p> <p>I can ask and answer questions about the past by investigating items and stories</p> <p>I can understand why people acted</p>	<p>Use sources to address historically valid questions.</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Recognise that different versions of past events may exist.</p> <p>Describe some of the ways the past can be represented.</p> <p>I can use different sources to answer questions about history</p> <p>I understand that we learn from the past from a range of different sources and sometimes this means different</p>	<p>Use sources to address historically valid questions and hypotheses.</p> <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Recognise why some events happened and what happened as a result.</p> <p>Identify historically significant people and events in different situations.</p> <p>I can use different sources to answer questions and hypotheses</p> <p>I can recognise how different sources are used to make historical claims</p>	<p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Evaluate sources and make simple inferences.</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p> <p>I can use a wide range of sources as a basis for research to answer questions and to test hypotheses</p> <p>I can understand how our knowledge of the past is created from different resources</p>	<p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Give some reasons for contrasting arguments and interpretations of the past.</p> <p>Describe the impact of historical events and changes.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p> <p>I can address and create questions and hypotheses about history</p> <p>I can give reasons for different arguments and interpretations of the past</p>

	<p>I can choose parts of a story to show what I know about the past</p>	<p>like they did in the past</p> <p>I can choose parts of a story to show big thing that happened in history</p>	<p>versions of the same event</p> <p>I can describe the way some of the past can be represented</p>	<p>I can understand why some events happened and what the result was</p> <p>I can identify historically significant people and events in different situations</p>	<p>I can evaluate sources and reach a conclusion about them</p> <p>I can choose the correct source to support a line of enquiry</p>	<p>I can describe the impact of historical events and changes</p> <p>I can recognise that some events, people and changes are judged as more significant than others</p>
<b>Communication</b>	<p>Describe special or significant events.</p> <p>Retell simple stories or events from the past.</p> <p>Use simple historical terms.</p> <p>I can describe big and special events</p> <p>I can retell stories or events from the past</p> <p>I can use historical words</p>	<p>Talk about what / who was significant in simple historical accounts.</p> <p>Demonstrate simple historical concepts and events through role-play, drawing and writing.</p> <p>Use a variety of simple historical terms and concepts.</p> <p>I can talk about who and what was significant in historical stories</p> <p>I can use role-play, drawings and writings to show what has happened in history</p>	<p>Discuss some historical events, issues, connections and changes.</p> <p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p> <p>I can talk about historical events, issues, connections and changes</p> <p>I can select and organise historical information and display it in a range of ways</p>	<p>Discuss significant aspects of, and connections between, different historical events.</p> <p>Select and organise relevant historical information to present in a range of ways.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology.</p> <p>I can discuss different aspects and connections of two different events</p> <p>I can select and organise relevant information and</p>	<p>Discuss and debate historical issues.</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Choose relevant ways to communicate historical findings.</p> <p>I can discuss and debate historical issues</p> <p>I can use appropriate vocabulary when</p>	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate way of communicating different historical findings</p>

		<p>I can use a variety of historical words and concepts</p>	<p>I can use relevant historical terms and vocabulary linked to chronology</p>	<p>present it in a range of ways</p> <p>I can use the correct historical words linked to chronology</p>	<p>discussing and describing events</p> <p>I can create responses to historical questions and hypotheses that involve selection and organisation of historical information including dates and terms</p> <p>I can choose ways to communicate historical findings</p>	<p>I can acknowledge different opinions and evidence when debating and discussing historical issues</p> <p>I can use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>I can create informed responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including appropriate dates and terms.</p> <p>I can choose the most appropriate way of communicating different historical findings</p>
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