



## History Skills Progression

<b>Historical Knowledge</b>  <b>1. Constructing the Past</b>	<b>Year 1</b>  The child can briefly describe features of particular themes, events and people from family, local, national and global history. E.g. Retell the story of the Gunpowder Plot.	<b>Year 2</b>  The child can explain a range of features covering family, local, national and global history and draw a range of conclusions. E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.	<b>Year 3</b>  The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians and their achievements.	<b>Year 4</b>  The child can describe the main context of particular themes, societies, people and events including some explanation. E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.	<b>Year 5</b>  The child can provide overviews of the most significant features of different themes, individuals, societies and events covered. E.g. Give a summary of the main features of Mayan society.	<b>Year 6</b>  The child can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics. E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.
<b>2. Sequencing the Past</b>	The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline.	The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.	The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages.	The child can sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms. E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.	The child can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.	The child can explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately. E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.
	The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.	The child can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.				

<b>History Concepts</b>  <b>3. Change and Development</b>	<b>Year 1</b>  The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in aeroplanes from different decades	<b>Year 2</b>  The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics. Eg. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.	<b>Year 3</b>  The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age.	<b>Year 4</b>  The child can explain why certain changes and developments were of particular significance within topics and across time periods. E.g. Explain why some changes within the Stone Age were of particular importance.	<b>Year 5</b>  The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. E.g. Provide some similarities and differences affecting different forms of communication.	<b>Year 6</b>  The child can compare independently how typical similarities, differences and changes were. E.g. Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.
	<b>4. Cause and Effect</b>  The child can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Gunpowder Plot.	The child can comment on a few valid causes and effects relating to many of the events covered. E.g. Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place).	The child can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.	The child can explain with confidence the significance of particular causes and effects for many of the key events and developments. E.g. Explain and justify their decisions about the priority of different causes and effects affecting childhood over time.	The child can explain the role and significance of different causes and effects of a range of events and developments. E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.	The child can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. E.g. Recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural.
<b>5. Significance and Interpretations</b>	The child can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.	The child can provide some valid reasons for selecting an event, development or person as significant. E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.	The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant.	The child can explain independently why a historical topic, event or person was distinctive or significant. E.g. Explain what made the Roman period distinctive.	The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.	The child can compare the significance of events, development and people across topics and time periods. E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.
			The child can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Boudica.	The child can explain historical situations, events, developments and individuals from more than one viewpoint. E.g. Explain how and why different people might have	The child can explain how and why it is possible to have different interpretations of the same event or person. E.g. Explain how and why it is possible to have different	The child can understand and explain the nature and reasons for different interpretations in a range of topics. E.g. Recognise and explain how and why there could be different interpretations about Athenian society.

				interpreted the benefits of Roman rule in Britain.	interpretations about the Ancient Greek Olympic Games.	
<b>Historical Enquiry</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	6. Planning and carrying out a historical enquiry	The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful.	The child can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.	The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.	The child can devise independently significant historical enquiries to produce substantiated and focused responses. E.g. Plan for and debate why a particular local Victorian deserves a statue by presenting a case based on a range of evidence from a range of sources.	The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.
7. Using sources as evidence	The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.	The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions. E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.	The child can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.	The child can comment on the usefulness and reliability of a range of sources for particular enquiries. E.g. Show some discrimination in using a range of sources in explaining features of children's lives in different periods.	The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the local area.	The child can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.