



## History skills progression

Skills in bold are key points for assessment of sticky learning

Year Group	Chronological Understanding	Knowledge and understanding	Historical Context	Organise, Evaluate and Communicate Information
Nursery	<ul style="list-style-type: none"> <li>I can talk about my own immediate family. 'When I was a baby'</li> <li>I am gaining an understanding about the passing of time.</li> <li>I am able to fit events into a chronological framework of then and now.</li> <li>I am beginning to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g. yesterday.</li> </ul>		<ul style="list-style-type: none"> <li>I can ask questions about my own immediate community and my environment to extend my knowledge.</li> <li>To being to understand 'how' and 'why' questions.</li> <li>I can use artefacts in my play and I am beginning to understand that some are old and some are new.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding about the past in different ways (eg. role play, drawing, sorting, mark making, talking)</li> </ul>
Reception	<ul style="list-style-type: none"> <li><b>I can talk about my own family and how they are similar and different to others.</b></li> <li><b>I am developing an understanding of things being different in the past and knowing things happened before I was born. 'When mummy/ daddy was a child'</b></li> <li><b>I can fit people and events onto a chronological framework.</b></li> <li><b>I can use simple language that relates to the passing of time.</b></li> </ul>		<ul style="list-style-type: none"> <li><b>I know that some things are from the past and were used before I was born.</b></li> <li><b>I am able to answer 'how' and 'why' questions.</b></li> <li><b>I can ask simple questions about artefacts.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Show knowledge and understanding about the past in different ways (eg. role play, drawing, sorting, writing, talking, ICT)</b></li> </ul>

Year 1	<ul style="list-style-type: none"> <li>• Children can match objects and artefacts to people of different ages.</li> <li>• Children can sequence some events in order of time.</li> <li>• Children can understand the difference between the past and present in their own lives and other people's lives.</li> <li>• Children can use key words to show the passing of time.*</li> </ul>	<ul style="list-style-type: none"> <li>• Children can suggest why there may be differences between the past and present.</li> <li>• Children can recall some facts about people/events before living memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can identify and recount some details from the past using pictures or stories.</li> <li>• Children can answer simple questions about the past from sources; pictures, stories, artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to communicate their understanding about the past in different ways: <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Role Play</li> <li>- Writing</li> <li>- Drawing</li> <li>- ICT</li> </ul> </li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• <b>Children are to recount changes in their own life over time.</b></li> <li>• <b>Sequence sources (pictures, stories, artefacts) from different pictures of their eyes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Children are able to use a range of sources to describe differences between then and now.</b></li> <li>• <b>Children are to recount the main events from a significant time in history.</b></li> <li>• <b>Use evidence from sources to explain the reasons why people acted in the past acted as they did.</b></li> <li>• <b>Children can use their knowledge of events to demonstrate understanding of significance</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Children are to compare pictures and photographs of people or events from the past.</b></li> <li>• <b>Children are to ask questions about the source material. They are to then discuss the credibility and reliability of these sources with their questioning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Children are to communicate their understanding about the past in different ways:</b> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Role Play</li> <li>- Writing</li> <li>- Drawing</li> </ul> </li> <li>• <b>Children are to begin using timelines to plot events, objects, and people of significance.</b></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Children are to use timelines to place events in order.</li> <li>• Children can understand that timelines can be divided into BCE and CE</li> <li>• Children are aware that AD and BC are also used</li> <li>• Children are to use topic specific words and phrases.*</li> <li>• Describe dates of and order significant events from the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to use evidence to describe key features of settlements and give reasons for development</li> <li>• Children are to use evidence to find out how any of these may have changed during a time period</li> <li>• Children are to then begin to suggest reasons for why there were differences between periods and people's actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to identify the difference between fact and opinion.</li> <li>• Children will begin to learn that there may be differences in accounts</li> <li>• Children are to look at representations of the period through visits to the museum, looking at artefacts etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to present their findings about the past using speaking and listening opportunities, writing, ICT and drawing.</li> <li>• To use dates and vocabulary related to topic accurately.*</li> </ul>

Year 4	<ul style="list-style-type: none"> <li>• Children are to understand that a timeline can be divide into BCE and CE.</li> <li>• Children are to order significant events and dates on a timeline.</li> <li>• Children are to describe the main changes in a period in history using specific terms and dates</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to show knowledge and understanding by describing features of past societies and periods.</li> <li>• Children are to identify some ideas, beliefs and attitudes of past cultures and providing reasons for the differences.</li> <li>• Children are to describe how some of the past events have impacted and affected life today.</li> <li>• Children are to identify links and the effects of events in the specific time that has been studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to understand the difference between primary and secondary sources.</li> <li>• Children to provide explanations for why there might be different accounts for historical events that have happened.</li> <li>• Children are to question the source material and to question the validity of it. They are to then attempt to use it as evidence when answering a question.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to present their findings about the past using speaking and listening opportunities, writing, ICT and drawing.</li> <li>• Children can draw upon their knowledge to present a case in answer to a question</li> <li>• To use dates and vocabulary related to topic accurately</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Children are to sequence historical periods.</li> <li>• Children are to identify changes within and across historical periods.</li> <li>• Children can use specific words and phrases relating to specific periods.</li> <li>• Children can begin to compare between times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to identify some social, cultural, religious and ethnic diversity of societies studied in history.</li> <li>• Children are to give the short-term causes and consequences of the main events in the period studied.</li> <li>• Children are able to identify changes and links within and across the periods studied.</li> <li>• Children are to compare life in early and late times studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to question the reliability of sources and can provide reasons for why it is or isn't reliable.</li> <li>• Children to realise that there is often no single answer to historical questions and give clear reasons why there may be different accounts.</li> <li>• Children can understand that people can represent events of ideas in ways that persuade others – understanding bias and propaganda.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to present detailed findings giving reference to specific historical skills taught in a way that shows their awareness of the audience.</li> <li>• Children are to use the dates and vocabulary correctly.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Children are to use timelines to place events, periods and cultural movements from around the world and use these as a reference point.</li> <li>• Children are to use key timelines to demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to choose reliable sources to describe aspects of life, people's beliefs and attitudes and differences in status.</li> <li>• Children are to identify how aspects of life have changed during a specific time and give reasons why</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to evaluate the usefulness and accuracy of different sources understanding the effect of bias and propaganda.</li> <li>• Children to form their own opinions about historical</li> </ul>	<ul style="list-style-type: none"> <li>• Children are to present information in a clear and organised way in the most effective and appropriate manner. For example, written explanation, tables and charts, labelled diagrams). Their recording</li> </ul>

	<p><b>changes and development in 1 specific area.</b></p> <ul style="list-style-type: none"> <li>• Children are to use words and phrases for movements or times of change</li> </ul>	<p><b>supporting it with evidence and statistics.</b></p> <ul style="list-style-type: none"> <li>• Children are to describe how some changes impact on the subsequent periods and on today's society.</li> <li>• Children are to know key dates and key people of the time studied.</li> </ul>	<p><b>events based on a range of sources.</b></p> <ul style="list-style-type: none"> <li>• Children are to select the most appropriate source material using primary and secondary (for specific tasks).</li> </ul>	<p><b>needs to reflect the skills that are taught.</b></p> <ul style="list-style-type: none"> <li>• Children are to use dates and vocabulary correctly.</li> </ul>
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**\*For specific vocabulary see progression of vocabulary.**