



History Progression of Skills



<u>Topic</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Building a Chronological Narrative	I can create simple representations of events, people and objects	I can place the time period on a chronological framework in relation to their own life and family. E.g. I came to school in a car, they didn't have them.	I can place the time period among others I have studied giving basic reasons why. E.g. 1666 they had different transport to 1960s.	I can place the time period within a chronological framework with other time events that they have previously studied. E.g. Apollo landing. I use references, like knowing the technology available at the time, to explain their reasons.	I can place the time period within a chronological framework with the other time periods that they have previously studied identifying some similarities and differences between them in areas such as clothing, ways of life and architecture.	I can place the time period in a chronological framework among multiple time periods I have studied and place the time in context of other significant events in history (such as WW2, the Tudors and the Stone Age). I can identify the similarities and differences between them in areas such as clothing, ways of life, architecture, technology and weaponry.	I can compare time periods with explanation, can demonstrate a complete chronological framework by referencing a variety of time periods they have previously studied and are capable of investigating similarities, differences and trends.
Cause and Consequence		I understand what caused an event and can think about the impact on people of that	I identify causes and consequences in a more general field. E.g. Houses	I can give reasons for a historical event happening and what the	I explore differing reasons for a historical event happening (acting as a historical	I explain, with viable reasons, the cause of a historical event and consider the	I have a good understanding of the causes of an event, can infer other factors that



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		time at a basic level. E.g. Man-kind built a rocket and Neil Armstrong was the first man on the moon. People could see more of space for the first time.	were built from highly flammable materials and the fire fighters were not ready. This meant there were damages caused by the fire.	consequences were.	investigator) and can give examples of the consequences were.	impact on the people of the day. These causes may be inferred based on evidence or prior knowledge.	may have contributed and can give examples of consequences on a larger scale – these may be geographical or chronological.
Evidencing and Questioning reliability		I gain knowledge from different sources of evidence and begin to think why one source might be better than another.	I am aware of different sources of evidence and use them to draw inferences. I understand that different people interpret evidence differently..	I can analyse evidence from a period of history answering simple questions about its reliability.	I explore differing reasons for a historical event happening (acting as a historical investigator) and can give examples of the consequences were.	I explain, with viable reasons, the cause of a historical event and consider the impact on the people of the day. These causes may be inferred based on evidence or prior knowledge.	I have a good understanding of the causes of an event, can infer other factors that may have contributed and can give examples of consequences on a larger scale – these may be geographical or chronological.
Asking Valid Questions	I can explain my own knowledge and understanding, and asks appropriate questions of	I can ask questions independently. These may be very general and closed. E.g. Did the children go to	I can ask some simple open questions that are valuable.	I can ask a few relevant historical questions regarding the historical period being studied. E.g. How did the	I can ask some relevant historical questions regarding the historical period being studied. These questions	I can ask relevant and searching questions considering where the answer will lead them. This can be	I ask meaningful, relevant and generally open questions and can hypothesise (show thought) to possible answers.



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	others	school?		Romans change Britain?	are based on an understanding of the relative position in time. E.g. How did the Ancient Egyptians travel as they had no energy as we know it today?	assessed by asking children why they have asked this question. E.g. How did the Stone Age Man survive in the wild?	These questions explore many areas of civilisation e.g. culture, politics, economy and military.
To understand the impact of a time period, people or event on our way of life today:	I can look closely at similarities and differences using roll play and visual prompts.	I can describe the impact of significant historical events in general terms. I may struggle to track it to their own lives. E.g. Explorers discoveries means the world people knew became bigger.	I can consider the impact of a time period or people on their lives today giving examples. E.g. Because of the Great Fire, house construction perhaps changes and so we live in safer more modern houses.	I can identify ways in which the studied historical civilization impacted on modern life today. E.g. answering the enquiry question "What did the Romans do for us?"	I can explain the impact of a time period on our way of life today. I can identify a few ways in which the studied historical civilization has impacted on modern life today	I understand previous time periods or people can have a lasting impact and can give an example of this e.g. Ancient Greeks inventing the alphabet lead to giant steps in communication.	I understand that previous time periods have a significant impact on my life and the modern world around me.
To identify what has changed and stayed the same since a particular time period or event:	I can look closely at patterns and change using roll play and visual prompts.	I can say how things have changed by identifying similarities and differences between the current historical	I can identify differences and similarities between the time period, my own life and another period I have studied.	I can identify at least two aspects of cultural, economic, military, political, religious and social historical changes as result	I can identify what has changed and what has stayed the same comparing the present day with the period I am	I can state examples of what has changed, stayed the same and hypothesise as to reasons why.	I can consider changes and continuity across all areas including culture, economy, politics and military. I can see continuity



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		topic and my life.		of the period and history being studied.	studying: cultural, economic, military, political, religious and social historical changes as result of the period and history being studied (as appropriate).		and changes between time periods they have studied as well as the present day.
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