



History Progression of Skills

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	I understand my own life-story and family's history.	<p>I can comment on images of familiar situations in the past.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>Talks about the lives of the people around him/her and their roles in society (ELG)</p>	<p>I can use common words and phrases relating to the passing of time.</p> <p>I can sequence events within living history.</p> <p>I can sequence events of a key historical person.</p>	I can sequence events using dates	<p>I can place the times studied on a timeline</p> <p>I can use the language BC and AD</p>	I can create a timeline of Britain for the time periods covered	<p>I can place current study on a time line in relation to other studies</p> <p>I can create a detailed timeline of the time periods covered.</p>	<p>I can place current study on time line in relation to other studies</p> <p>I can create a detailed timeline of the time periods covered</p>

Knowledge and understanding of Events, people and changes in the past	I understand my own life-story and family's history.	I can comment on images of familiar situations in the past.	I can recall some facts about people and events before my living memory	I can describe life in the past. I can discuss why events in history were important. I can recount the main events from a significant event in history.	I can describe everyday lives of people in time studied I can describe how some of the things I have studied affect life today	I can use evidence to develop a broad understanding of an ancient civilisation I can look for links and effects in times studied. I can study change through the lives of significant individuals	I can describe similarities and differences between people, events and artefacts studied. I can describe how historical events influence life today. I can study and compare aspects of life for different people.	I can examine causes and results of great events and the impact it had on people. I can make links between some of the features of past societies. I can compare beliefs and behaviours with another period studied.
Interpretations of History	I understand my own life-story and family's history.	I know some similarities and differences between things in the past and now, drawing on his/her experiences and what has	I can use information to describe similarities and differences between then and now	I can recognise why some events happened. I can discuss important people and places linked to my history topics.	I can discuss continuity and change during, and between, the times periods covered. I can ask questions about artefacts and	I can identify and discuss the results of historical events and changes. I can use historical artefacts to develop my understanding of	I can appreciate the significance of historical events and give reasons why some events are more significant I can devise historical	I can analyse historical events including the reasons for and the results of. I can understand and explain the diverse experiences of past societies.

		<p>been read in class (ELG)</p> <p>I can show an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>			<p>research to find the answers.</p>	<p>the past and to pose historical questions.</p>	<p>questions and independently use a range of reliable sources to find the answer</p>	<p>I can investigate own lines of enquiry by posing questions to answer.</p>
Historical enquiry	<p>I understand my own life-story and family's history.</p>		<p>I can look at pictures and objects from the past and ask questions. As a class, we can then find the answer.</p>	<p>I can identify different ways the past is represented.</p> <p>I can ask questions about the past.</p> <p>I can use a wide range of</p>	<p>I can look at 2 versions of the same event and identify differences.</p> <p>I can suggest sources of evidence, from a selection provided, to help answer questions.</p>	<p>I can suggest sources of evidence to help answer a question.</p> <p>I can give reasons why there may be different accounts of history.</p>	<p>I can give clear reasons why there may be different accounts of history.</p> <p>I can select reliable sources of information to answer questions.</p>	<p>I can select the most appropriate sources of evidence.</p> <p>I understand that some evidence is propaganda and this affects interpretation of history.</p> <p>I can give clear reasons why there may be different accounts of</p>

				information to answer questions.	I can select and record information relevant to the study.		I understand that some evidence is opinion or misinformation and this affects interpretations of history. I can evaluate evidence	history, linking this to factual understanding of the past.
Communication			I can sort events and objects into groups (i.e. then and now) I can talk, write and draw about things from the past.	I can write simple stories and recounts about the past.	I can present findings about the past using role play, writing and drawing skills.	I can present findings about the past using different genres of writing, diagrams and drama	I can present structured and organised findings about the past using a variety of presentation methods.	I can use a variety of ways to communicate understanding including extended writing. I can plan and present a self-directed project.