



History Progression of Skills

Skills	Year 3	Year 4	Year 5	Year 6	Key Stage 3
Chronological understanding	<p>I can place the times studied on a timeline</p> <p>I can use the language BC and AD</p>	<p>I can create a timeline of Britain for the time periods covered</p>	<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>	<p>Show an extended and deepening chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.</p> <p>Describe the study of an aspect or theme in British history that consolidates and extends his/her chronological knowledge from before 1066</p>
Knowledge and understanding of Events, people and changes in the past	<p>I can describe everyday lives of people in time studied</p> <p>I can describe how some of the things I have studied affect life today</p>	<p>I can use evidence to develop a broad understanding of an ancient civilisation</p> <p>I can look for links and effects in times studied.</p> <p>I can study change through</p>	<p>I can describe similarities and differences between people, events and artefacts studied.</p> <p>I can describe how historical events</p>	<p>I can examine causes and results of great events and the impact it had on people.</p> <p>I can make links between some of the features of past societies.</p>	<p>Describe challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time</p> <p>Describe the development of Church, state and society in Medieval Britain 1066-1509</p> <p>Describe a local history study</p>

		the lives of significant individuals	influence life today. I can study and compare aspects of life for different people.	I can compare beliefs and behaviours with another period studied.	Describe the development of Church, state and society in Britain 1509-1745 Describe ideas, political power, industry and empire: Britain, 1745-1901 Describe at least one study of a significant society or issue in world history and its interconnections with other world developments e.g. Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century
Interpretations of History	I can discuss continuity and change during, and between, the times periods covered. I can ask questions about artefacts and research to find the answers.	I can identify and discuss the results of historical events and changes. I can use historical artefacts to develop my understanding of the past and to pose historical questions.	I can appreciate the significance of historical events and give reasons why some events are more significant I can devise historical questions and independently use a range of reliable sources to find the answer	I can analyse historical events including the reasons for and the results of. I can understand and explain the diverse experiences of past societies. I can investigate own lines of enquiry by posing questions to answer.	Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed

<p>Historical enquiry</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 select and record information relevant to the study.</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 understand that some evidence is opinion or misinformation and this affects interpretations of history.</p> <p>I can evaluate evidence</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 history, linking this to factual understanding of the past.</p>	<p>Use historical terms and concepts in increasingly sophisticated ways</p> <p>Pursue historically valid enquiries including some he/she has framed himself/herself, and create relevant, structured and evidentially supported accounts in response</p>
	<p>I can present findings about the past using role play, writing and drawing skills.</p>	<p>I can present findings about the past using different genres of writing, diagrams and drama</p>	<p>I can present structured and organised findings about the past using a variety of</p>	<p>I can use a variety of ways to communicate understanding including extended writing.</p>	

			presentation methods.	I can plan and present a self-directed project.	
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