

History Progression of Skills

	Years 1/2 (A)	Year 1/2 (B)	Year 3/4 (A)	Year 3/4 (B)	Year 5/6 (A)	Year 5/6 (B)
Term 1: Citizenship						
Chronological Understanding	<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 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 using dates</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 a 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	<p>I can recall some facts about people and events before my living memory</p>	<p>I can describe life in the past</p>	<p>I can describe everyday lives of people in times studied</p> <p>I can describe how some of the things I have studied affect life today</p>	<p>I can look for links and effects in time studied</p> <p>I can study change through the lives of significant individuals</p>	<p>I can describe how historical events influence life today</p> <p>I can study and compare aspects of life for different people</p>	<p>I can make links between some of the features of past societies</p>
Historical Interpretations	<p>I can use information to describe similarities and differences between then and now.</p>	<p>I can use information to describe similarities and differences between then and now.</p>	<p>I can discuss continuity and change during and between the time periods covered</p>	<p>I can discuss continuity and change during and between the time periods covered</p>	<p>I can devise historical questions and independently use a range of reliable sources to find the answer</p>	<p>I can understand and explain the diverse experiences of past societies</p> <p>I can investigate own lines of enquiry by posing questions to answer</p>

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Historical Enquiry	I can look at pictures and objects from the past and ask questions. As a class, we can then find the answer.	I can ask questions about the past I can identify different ways the past is represented I can use a wide range of information to answer questions	I can select and record information relevant to the study	I can select and record information relevant to the study		
Organisation & 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
Term 2: Expression (Icon Study)						
Chronological Understanding	I can sequence events of a key historical person?	I can sequence events of a key historical person I can sequence events of a key historical person	I can place the times studied on a timeline	I can place the times studied on a timeline	I can place current study on a time line in relation to other studies I can create a detailed timeline of the time periods covered	I can place current study on time line in relation to other studies I can create a detailed timeline of the time periods covered.

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<p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>I can recall some facts about people and events before my living memory.</p>	<p>I can recall some facts about people and events before my living memory.</p>	<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 study change through the lives of significant individuals.</p>	<p>I can describe similarities and differences between people, events and artefacts studied.</p> <p>I can describe how historical events influence life today.</p> <p>I can study and compare aspects of life for different people.</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>I can compare beliefs and behaviours with another period studied.</p>
<p>Historical Interpretations</p>	<p>I can discuss important people and places linked to my history topics</p>	<p>I can discuss important people and places linked to my history topics</p>			<p>I can devise historical questions and independently use a range of reliable sources to find the answer</p>	<p>I can devise historical questions and independently use a range of reliable sources to find the answer</p>
<p>Historical Enquiry</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 select and record information relevant to the study</p>	<p>I can select and record information relevant to the study</p>	<p>I understand that some evidence is opinion or misinformation and this affects interpretations of history.</p>	<p>I understand that some evidence is propaganda and this affects interpretation of history.</p> <p>I can give clear reasons why there</p>

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		information to answer questions			I can evaluate evidence	may be different accounts of history, linking this to factual understanding of the past.
Organisation & Communication	<p>I can sort events and objects into groups (i.e. then and now)</p> <p>I can talk, write and draw about things from the past.</p>	<p>I can write simple stories and recounts about the past.</p> <p>I can present findings about the past using role play, writing and drawing</p>	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.	<p>I can use a variety of ways to communicate understanding including extended writing.</p> <p>I can plan and present a self-directed project</p>
Term 3: Dynasties						
Chronological Understanding	I can sequence events of a key historical person	<p>I can sequence events of a key historical person</p> <p>I can sequence events of a key historical person</p>	<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 can recall some facts about people and events before my living memory.	<p>I can recall some facts about people and events before my living memory.</p> <p>I can describe life in the past. I can</p>	<p>I can describe everyday lives of people in time studied</p> <p>I can describe how some of the things I</p>	I can use evidence to develop a broad understanding of an ancient civilisation	I can describe similarities and differences between people, events and artefacts studied.	I can examine causes and results of great events and the impact it had on people.

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		discuss why events in history were important. I can recount the main events from a significant event in history.	have studied affect life today.	I can look for links and effects in times studied. I can study change through the lives of significant individuals.	I can describe how historical events influence life today. I can study and compare aspects of life for different people.	I can make links between some of the features of past societies. I can compare beliefs and behaviours with another period studied.
Historical Interpretations	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 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
Historical Enquiry	I can look at pictures and objects from the past and ask questions. As a class, we can then find the answer.	I can identify different ways the past is represented. I can ask questions about the past.	I can look at 2 versions of the same event and identify differences.	I can suggest sources of evidence to help answer a question. I can give reasons why there may be	I can give clear reasons why there may be different accounts of history. I can select reliable sources of	I can select the most appropriate sources of evidence. I understand that some evidence is

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		I can use a wide range of information to answer questions	I can suggest sources of evidence, from a selection provided, to help answer questions. I can select and record information relevant to the study	different accounts of history.	information to answer questions. I understand that some evidence is opinion or misinformation and this affects interpretations of history. I can evaluate evidence	propaganda and this affects interpretation of history. I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation & 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	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
Term 4: Universe (Earth & Space)						
Chronological Understanding						
Knowledge and Understanding of Events, People and Changes 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 describe everyday lives of people in time studied	I can study change through the lives of significant individuals	I can describe how historical events influence life today	I can examine cause and results of great events and the impact it had on people

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		<p>I can discuss why events in history were important</p> <p>I can recount the main events from a significant event in history</p>	<p>I can describe how some of the things studied affect life today</p>			
Historical Interpretations	<p>I can use information to describe similarities between then and now</p>	<p>I can recognise why some events happened</p> <p>I can discuss important people and places linked to my history topics</p>			<p>I can appreciate the significance of historical events and give reasons why some events are more significant</p> <p>I can devise historical questions and independently use a range of reliable sources to find the answer</p>	<p>I can analyse historical events including the reasons for and the results of.</p>
Historical Enquiry	<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 information to answer questions</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,</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>

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			to help 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	I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation & 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	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
Term 5: Life (Living Things)						
Chronological Understanding	I can sequence events of a key historical person	I can sequence events of a key historical person				
Knowledge and Understanding of Events, People and Changes in the Past			I can describe how some of the things I have studied affect life today	I can sequence events of a key historical person	I can study and compare aspects of life for different people	I can study and compare aspects of life for different people
Historical Interpretations	I can discuss important people and places linked to my history topics	I can discuss important people and places linked to my history topics				I can investigate own lines of enquiry by posing

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						questions to answer
Historical Enquiry			I can select and record information relevant to the study	I can select and record information relevant to the study	I can select reliable sources of information to answer questions	I can select the most appropriate sources of evidence
Organisation & Communication						<p>I can use a variety of ways to communicate understanding including extended writing</p> <p>I can plan and present a self-directed project</p>
Term 6: Dynamics						
Chronological Understanding	I can sequence events of a key historical person	<p>I can sequence events of a key historical person</p> <p>I can sequence events of a key historical person</p>	I can place the times studied on a timeline	I can place the times studied on a timeline	<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 can recall some facts about people and events before my living memory.	I can recall some facts about people and events before my living memory.	I can describe everyday lives of people in time 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 examine causes and results of great events and the impact it had on people.

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			I can describe how some of the things I have studied affect life today.		I can describe how historical events influence life today. I can study and compare aspects of life for different people.	I can make links between some of the features of past societies. I can compare beliefs and behaviours with another period studied.
Historical Interpretations	I can discuss important people and places linked to my history topics	I can discuss important people and places linked to my history topics			I can devise historical questions and independently use a range of reliable sources to find the answer	I can devise historical questions and independently use a range of reliable sources to find the answer
Historical Enquiry	I can look at pictures and objects from the past and ask questions. As a class, we can then find the answer.	I can identify different ways the past is represented. I can ask questions about the past. I can use a wide range of information to answer questions	I can select and record information relevant to the study	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	I understand that some evidence is propaganda and this affects interpretation of history. I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

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<p>Organisation & Communication</p>	<p>I can sort events and objects into groups (i.e. then and now)</p> <p>I can talk, write and draw about things from the past.</p>	<p>I can write simple stories and recounts about the past.</p> <p>I can present findings about the past using role play, writing and drawing</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 presentation methods.</p>	<p>I can use a variety of ways to communicate understanding including extended writing.</p> <p>I can plan and present a self-directed project</p>
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