

Progression of Skills in History

Southover Primary School 2023

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology, knowledge and understanding of history	I can make some comments about things from the past. E.g. features, events, people and themes.	I can describe some features, events, people and themes from the past.	When I talk or write about features, events, people and themes from the past, I can include some details.	When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied.	When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national or world levels.	When I talk and write about the past, I include detail; I put my ideas in context (chronological and scale).	When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and sometimes trends over time.
	I can sequence a few events or related objects and pictures.	I can sequence a few events, objects or pieces of information on a timeline.	I can place events, objects, themes and people from my history topic on a timeline.	I can place a number of events, objects, themes and people from topics I have studied on a timeline.	I can place historical periods I have studied as well as information about my topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods.	I can confidently use a timeline to sequence a range of local, national and international events as well as historical periods.
	I can use a number of time terms, such as; now, then, yesterday, past, day and week.	I can use a range of time terms, such as; now, then, day, week, month, year, yesterday, past, old, new.	I can use a wider range of "time" terms including: , before, after, later. I can use past and present when describing events	I can use some "historical period" terms e.g. BC (BCE) and AD (CE).	I can use some dates and historical period terms. I can also use; century, decade,	I use dates and historical period terms with increasing accuracy.	I can use historical periods as reference points.
Continuity and change (during and between periods)	I can notice what is the same or different about my life and others in the past.	I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations and changes within and between different periods and societies.	I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.
Diversity (within a period)		I can point out some similarities and some differences between the ways of life of different people living at the	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period	I can describe similarities and differences between some people, events and beliefs in the period of history I	I can describe similarities and differences in society, culture and religion in Britain at local and national levels.	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain	I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and

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		time I am learning about.	of history I am studying.	am studying.		and the wider world.	children in past Societies.
Cause and consequence		I can make some comments about why people did things and why events happened	I can pick out some reasons for and results of, people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and results of historical events, situations and changes.
Significance			I can point out which people were historically important.	I can suggest which people were historically important.	I can suggest which people and causes and consequences of change are more important	I can explain which causes and consequences are the most significant.	I can explain the significance of different causes and consequences.
Using & understanding sources of evidence	I can pick out information about the past from a source such as from pictures and stories.	I can pick out information about the past from sources such as pictures, objects writing and stories.	I can use information from more than one source in and for my answers.	I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past	I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.
Understanding historical interpretation		I can talk about some of the different ways that the past is recorded or represented.	I can say which sources (from a selection) are likely to be the most useful for a task.	I can identify primary and secondary sources of evidence.	I compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.	I can discuss how and why different arguments and interpretations of the past have been constructed
Communicating ideas in history	I can show my ideas through talk, drawing and emerging writing.	I can make labelled drawings, tables, write sentences, speak or use drama to show my ideas.	I can present my findings about the past using my speaking, writing, drama and drawing skills.	In my written work, I try to: state my conclusions or give reasons for my ideas; use some dates and historical terms	In my written work, I try to: organise my answers well; state my conclusions; give reasons for my ideas; use some dates and historical terms.	My written answers are organised with clear conclusions and supported by evidence (from many sources) and reasons. I make good use of dates and historical terms.	I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.