**History Skills progression**

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| Do not try to assess progress in every skill/process in every study or topic.  Rather you should focus on one or two historical skills or processes to cover in depth in the studies/topics where they best fit.  Whilst other skills/processes may also be utilised within these topics, they would not be covered in sufficient depth to assess ability to use and deploy them successfully. | | | | | | | |
|  | **Chronology** | **Characteristic features** | **Change and continuity** | **Cause and consequence** | **Significance** | **Interpretation** | **Enquiry** |
| **Year R** | Talk about past and present events in their own lives and in the lives of family members. | **Comment on images of familiar situations in the past.** | **Compare and contrast characters from stories including figures from the past.** |  | Talk about the lives of people around them and their roles in society. |  | Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. |
| **Year 1** | Create simple timelines to sequence  processes, events, objects within their own  experience.  Confidently uses vocabulary associated  with the past e.g. ‘*old and new, then and now*’. | Recognises that buildings, clothing, transport  or technology could be different in the past.  Shows awareness of significant features not  seen today. | Can match old objects to people or situations  from the past.  Can describe how some aspects of life today  differ from the past using simple historical  vocabulary. | Can give simple explanations why a person  from the past acted as they did and talk  about the consequences of those actions. | Can recognise and describe special times or  events for family or friends. | Can identify and talk about different  accounts of real historical situations. | Can talk about similarities and differences  between two or more historical sources using  simple historical terms.  Can talk about past events and use annotations  or captions (maybe scribed) to identify important  features of picture sources, artefacts etc. |
| **Year 2** | Realises that historians use dates to  describe events.  Use phrases describing intervals of time  e.g. *before, after, at the same time etc.* | Recognises and describes, in simple terms,  some characteristic features of a person or  period studied.  Increasingly uses period specific language in  explanations. | Can talk about similarities and differences not  just between *then* and *now* but between *then*  and *another then.* | Can describe in simple terms the causes of  an important historical event offering at least  one example of its results. | Can recognise and talk about who was important e.g. in a simple historical account. | Can identify and talk about differences in  accounts relating to people or events both  from the time (contemporary source) and from  the present (interpretive source). | Can gather information from simple sources to  ask and answer questions about the past  Can explain events and actions rather than just  retell the story. |
| **Year 3** | Uses and  understands phrases such as ‘*over three*  *hundred years ago*’ and AD/BC or  BCE/CE. | Can describe main  features associated  with the period/  civilization studied, mostly using period specific language. | Can describe some changes in history over  a period of time and identify some things which stayed the same. | Can describe the  causes and/or  consequences of an  important historical  event offering more  than one example of  these. | Understands that  events, people and developments are considered  significant if they resulted in change (had consequences  for people at the  time and/or over  time). | Can recognise  differences between  versions of the same  event and can give  a simple  explanation of why  we might have more  than one version. | Can describe in simple  terms how sources  reveal important  information about the past.  Recognises that the absence of certain types of sources can  make it more difficult to draw conclusions. |
| **Year 4** | Begins to  understand  historical periods  overlap each other  and vary in length.  Uses more precise  chronological  vocabulary. | Can give simple  explanations that not everyone in the past lived in the same way.  Consistently uses  period specific  language in  explanations. | Can describe and give some examples of a range of changes at particular points in history while some  things remained the same.  Can explain why  changes in different  places might be  connected in some way. | Can describe with  simple examples  different types of causes seeing that events happen for  various reasons not just human actions. | Can identify  significance reveals  something about  history or  contemporary life. | Can describe how  different  interpretations arise.  Understands that  historical  understanding is  continuously being revised; if we find new evidence we  have to rewrite the past. | Can describe and  question the origins and purposes of  sources using knowledge of periods and civilizations.  Asks perceptive  questions.  Knows how to find, select and utilise suitable information and sources to  formulate and  investigate hypothesis. |
| **Year 5** | Understands that  past civilizations  overlap with others  in different parts of  the world, and that  their respective  durations vary. | Understand that  some past  civilizations in  different parts of the world have some important  similarities.  Can identify and  make links between  significant  characteristics of  periods/ civilization  studied and others studied previously. | Can give simple  explanations with simple  examples of why change  happened during  particular events/  periods.  Understands that there is  usually a combination of  reasons for any change.  Understands that  changes do not impact  everyone in the same way  or at the same time. | Can explain  consequences in  terms of immediate  and longer term  effects and/or that people were affected  differently.  Can link causes or  explain that one  cause might be  linked to another  making an event  much more likely to happen. | Can use criteria to make judgements as  to the significance of  events, people or  developments within a particular historical  narrative. | Understands that  different accounts of the past emerge for various reasons -  different people  might give a different emphasis.  Understands that  some interpretations  are more reliable  than others. | Can explain with  examples why a  source might be  unreliable.  Can construct simple  reasoned arguments  about aspects of  events, periods and  civilizations studied. |
| **Year 6** | Can accurately place  civilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervals  between them. | Can contrast and  make some  significant links  between civilizations/  periods studied.  Can give reasoned  explanations with  reference to  significant examples  of some connections  between ways of life in the different  civilizations and  periods studied. | Understands that changes in different  places and periods can be connected.  Has an overview of the kinds of things that impact on history and are  continuous through time and the kinds of things impacting  change significantly. | Can explain the  causes **and**  consequences of  quite complex  events, even though they might still link some in a simple way. | Can make  judgements about historical significance  against criteria.  Recognises that  historical significance  varies over time, and by the  interpretations of those ascribing that  significance  (provenance). | Understands that all history is to some extent a construct  (interpretation) and can identify a range of reasons for this.  Understands that  interpretations can be questioned on the grounds of the range of evidence used to  support them or due to the aims of the creator of the  interpretation  (provenance). | Can question source  reliability with reference to the period or  civilization and/or the provenance of a source, considering why different  sources may give  conflicting information  and offering reasons for this.  Can construct reasoned  arguments about events, periods or civilizations  studied. |