**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 sequenceprocesses, events, objects within their ownexperience.Confidently uses vocabulary associatedwith the past e.g. ‘*old and new, then and now*’. | Recognises that buildings, clothing, transportor technology could be different in the past.Shows awareness of significant features notseen today. | Can match old objects to people or situationsfrom the past.Can describe how some aspects of life todaydiffer from the past using simple historicalvocabulary. | Can give simple explanations why a personfrom the past acted as they did and talkabout the consequences of those actions. | Can recognise and describe special times orevents for family or friends. | Can identify and talk about differentaccounts of real historical situations. | Can talk about similarities and differencesbetween two or more historical sources usingsimple historical terms.Can talk about past events and use annotationsor captions (maybe scribed) to identify importantfeatures of picture sources, artefacts etc. |
| **Year 2** | Realises that historians use dates todescribe events.Use phrases describing intervals of timee.g. *before, after, at the same time etc.* | Recognises and describes, in simple terms,some characteristic features of a person orperiod studied.Increasingly uses period specific language inexplanations. | Can talk about similarities and differences notjust between *then* and *now* but between *then*and *another then.* | Can describe in simple terms the causes ofan important historical event offering at leastone 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 inaccounts relating to people or events bothfrom the time (contemporary source) and fromthe present (interpretive source). | Can gather information from simple sources toask and answer questions about the pastCan explain events and actions rather than justretell the story. |
| **Year 3** | Uses andunderstands phrases such as ‘*over three**hundred years ago*’ and AD/BC orBCE/CE. | Can describe mainfeatures associatedwith the period/civilization studied, mostly using period specific language. | Can describe some changes in history overa period of time and identify some things which stayed the same. | Can describe thecauses and/orconsequences of animportant historicalevent offering morethan one example ofthese. | Understands thatevents, people and developments are consideredsignificant if they resulted in change (had consequencesfor people at thetime and/or overtime). | Can recognisedifferences betweenversions of the sameevent and can givea simpleexplanation of whywe might have morethan one version. | Can describe in simpleterms how sourcesreveal importantinformation about the past.Recognises that the absence of certain types of sources canmake it more difficult to draw conclusions. |
| **Year 4** | Begins tounderstandhistorical periodsoverlap each otherand vary in length.Uses more precisechronologicalvocabulary. | Can give simpleexplanations that not everyone in the past lived in the same way.Consistently usesperiod specificlanguage inexplanations. | Can describe and give some examples of a range of changes at particular points in history while somethings remained the same.Can explain whychanges in differentplaces might beconnected in some way. | Can describe withsimple examplesdifferent types of causes seeing that events happen forvarious reasons not just human actions. | Can identifysignificance revealssomething abouthistory orcontemporary life. | Can describe howdifferentinterpretations arise.Understands thathistoricalunderstanding iscontinuously being revised; if we find new evidence wehave to rewrite the past. | Can describe andquestion the origins and purposes ofsources using knowledge of periods and civilizations.Asks perceptivequestions.Knows how to find, select and utilise suitable information and sources toformulate andinvestigate hypothesis. |
| **Year 5** | Understands thatpast civilizationsoverlap with othersin different parts ofthe world, and thattheir respectivedurations vary. | Understand thatsome pastcivilizations indifferent parts of the world have some importantsimilarities.Can identify andmake links betweensignificantcharacteristics ofperiods/ civilizationstudied and others studied previously. | Can give simpleexplanations with simpleexamples of why changehappened duringparticular events/periods.Understands that there isusually a combination ofreasons for any change.Understands thatchanges do not impacteveryone in the same wayor at the same time. | Can explainconsequences interms of immediateand longer termeffects and/or that people were affecteddifferently.Can link causes orexplain that onecause might belinked to anothermaking an eventmuch more likely to happen. | Can use criteria to make judgements asto the significance ofevents, people ordevelopments within a particular historicalnarrative. | Understands thatdifferent accounts of the past emerge for various reasons -different peoplemight give a different emphasis.Understands thatsome interpretationsare more reliablethan others. | Can explain withexamples why asource might beunreliable.Can construct simplereasoned argumentsabout aspects ofevents, periods andcivilizations studied. |
| **Year 6** | Can accurately placecivilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervalsbetween them. | Can contrast andmake somesignificant linksbetween civilizations/periods studied.Can give reasonedexplanations withreference tosignificant examplesof some connectionsbetween ways of life in the differentcivilizations andperiods studied. | Understands that changes in differentplaces and periods can be connected.Has an overview of the kinds of things that impact on history and arecontinuous through time and the kinds of things impactingchange significantly. | Can explain thecauses **and**consequences ofquite complexevents, even though they might still link some in a simple way. | Can makejudgements about historical significanceagainst criteria.Recognises thathistorical significancevaries over time, and by theinterpretations of those ascribing thatsignificance(provenance). | Understands that all history is to some extent a construct(interpretation) and can identify a range of reasons for this.Understands thatinterpretations can be questioned on the grounds of the range of evidence used tosupport them or due to the aims of the creator of theinterpretation(provenance). | Can question sourcereliability with reference to the period orcivilization and/or the provenance of a source, considering why differentsources may giveconflicting informationand offering reasons for this.Can construct reasonedarguments about events, periods or civilizationsstudied. |