

History Progression in Key Skills

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| Year Group | Key Skills |
| Year 1 |

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| Recognise the distinction between past and present. |

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| Order and sequence some familiar events and objects |

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| Identify some similarities and differences between ways of life at different times. |

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| Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. |

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| Describe and retell special or significant events. |

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| Retell some significant events from beyond their living memory and some changes within their living memory |

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| Make simple observations about different people, events, beliefs and communities. |

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| Use sources to answer simple questions about the past. |

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| Choose parts of stories and other sources to show what they know about the past. |

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| Year 2 |

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| Order and sequence events and objects. |

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| Recognise that their own lives are similar and / or different from the lives of people in the past. |

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| Use common words and phrases concerned with the passing of time. |

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| Use a variety of simple historical terms when describing special or significant events |

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| Talk about what / who was significant in simple historical accounts. |

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Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements

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| Develop awareness of significant historical events, people and places in their own locality. |

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| Ask and answer simple questions about the past through observing and handling a range of sources. |

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| Consider why things may change over time. |

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| Recognise some basic reasons why people in the past acted as they did. |

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| Choose parts of stories and other sources to show what they know about significant people and events. |

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| Year 3 |

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| Use some dates and historical terms when ordering events and objects (placing them on a time line) |

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| Demonstrate awareness that the past can be divided into different periods of time. |

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| Discuss some historical events, issues, connections and changes. |

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| Select and organise historical information to present in a range of ways. |

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| Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age |

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| Demonstrate knowledge of aspects of history significant in their locality. |

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| Use sources to address historically valid questions. |

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| Recognise that our knowledge of the past is constructed from different sources of evidence. |

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| Recognise that different versions of past events may exist. |

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| Describe some of the ways the past can be represented. |

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| Year 4 |

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| Use dates and historical terms when ordering events and objects from period studied on a time line |

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| Identify where people and events fit into a chronological framework. |

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| Explore links and contrasts within and across different periods of time. |

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| Discuss some historical events, issues, connections and changes. |

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| Select and organise historical information to present in a range of ways. |

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| Use relevant historical terms and vocabulary linked to chronology. |

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| Discuss significant aspects of, and connections between, different historical events. |

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| Select and organise relevant historical information to present in a range of ways. |

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| Use relevant and appropriate historical terms and vocabulary linked to chronology. |

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Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.

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| Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. |

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Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.

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| Use sources to address historically valid questions and hypotheses. |

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| Recognise how sources of evidence are used to make historical claims. |

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| Recognise why some events happened and what happened as a result. |

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| Identify historically significant people and events in different situations. |

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| Year 5 |

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| Use dates and appropriate historical terms to sequence events and periods of time. |

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| Identify where people, places and periods of time fit into a chronological framework. |

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Describe links and contrasts within and across different periods of time including short-term and long-term time scales.

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| Discuss and debate historical issues using appropriate vocabulary |

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Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.

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| Choose relevant ways to communicate historical findings. |

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| Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. |

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Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world.

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| Use a wider range of sources as a basis for research to answer questions and to test hypotheses. |

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| Recognise how our knowledge of the past is constructed from a range of sources. |

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| Evaluate sources and make simple inferences. |

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| Choose relevant sources of evidence to support particular lines of enquiry |

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| Year 6 |

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| Use dates and a wide range of historical terms when sequencing events and periods of time |

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| Develop chronologically secure knowledge of the events and periods of time studied. |

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Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.

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| Acknowledge contrasting evidence and opinions when discussing and debating historical issues. |

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| Use appropriate vocabulary when discussing, describing and explaining historical events. |

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Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.

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| Choose the most appropriate way of communicating different historical findings. |

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| Describe key aspects of a non-European society such as the early Islamic civilisation. |

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Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.

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| Regularly address and sometimes devise historically valid questions and hypotheses. |

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| Give some reasons for contrasting arguments and interpretations of the past. |

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| Describe the impact of historical events and changes. |

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| Recognise that some events, people and changes are judged as more significant than others. |

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