

History Progression in Key Skills

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| Year Group | Key Skills |
| Year 1 | |  |  | | --- | --- | | |  | | --- | | Recognise the distinction between past and present. | |  |  |  | | --- | --- | | |  | | --- | | Order and sequence some familiar events and objects | |  |  |  | | --- | --- | | |  | | --- | | Identify some similarities and differences between ways of life at different times. | |  |  |  | | --- | --- | | |  | | --- | | Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. | |  |  |  | | --- | --- | | |  | | --- | | Describe and retell special or significant events. | |  |  |  | | --- | --- | | |  | | --- | | Retell some significant events from beyond their living memory and some changes within their living memory | |  |  |  | | --- | --- | | |  | | --- | | Make simple observations about different people, events, beliefs and communities. | |  |  |  | | --- | --- | | |  | | --- | | Use sources to answer simple questions about the past. | |  |  |  | | --- | --- | | |  | | --- | | Choose parts of stories and other sources to show what they know about the past. | | |
| Year 2 | |  |  | | --- | --- | | |  | | --- | | Order and sequence events and objects. | |  |  |  | | --- | --- | | |  | | --- | | Recognise that their own lives are similar and / or different from the lives of people in the past. | |  |  |  | | --- | --- | | |  | | --- | | Use common words and phrases concerned with the passing of time. | |  |  |  | | --- | --- | | |  | | --- | | Use a variety of simple historical terms when describing special or significant events | |  |  |  | | --- | --- | | |  | | --- | | Talk about what / who was significant in simple historical accounts. | |   Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements   |  |  | | --- | --- | | |  | | --- | | Develop awareness of significant historical events, people and places in their own locality. | |  |  |  | | --- | --- | | |  | | --- | | Ask and answer simple questions about the past through observing and handling a range of sources. | |  |  |  | | --- | --- | | |  | | --- | | Consider why things may change over time. | |  |  |  | | --- | --- | | |  | | --- | | Recognise some basic reasons why people in the past acted as they did. | |  |  |  | | --- | --- | | |  | | --- | | Choose parts of stories and other sources to show what they know about significant people and events. | | |
| Year 3 | |  |  | | --- | --- | | |  | | --- | | Use some dates and historical terms when ordering events and objects (placing them on a time line) | |  |  |  | | --- | --- | | |  | | --- | | Demonstrate awareness that the past can be divided into different periods of time. | |  |  |  | | --- | --- | | |  | | --- | | Discuss some historical events, issues, connections and changes. | |  |  |  | | --- | --- | | |  | | --- | | Select and organise historical information to present in a range of ways. | |  |  |  | | --- | --- | | |  | | --- | | Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age | |  |  |  | | --- | --- | | |  | | --- | | Demonstrate knowledge of aspects of history significant in their locality. | |  |  |  | | --- | --- | | |  | | --- | | Use sources to address historically valid questions. | |  |  |  | | --- | --- | | |  | | --- | | Recognise that our knowledge of the past is constructed from different sources of evidence. | |  |  |  | | --- | --- | | |  | | --- | | Recognise that different versions of past events may exist. | |  |  |  | | --- | --- | | |  | | --- | | Describe some of the ways the past can be represented. | | |
| Year 4 | |  |  | | --- | --- | | |  | | --- | | Use dates and historical terms when ordering events and objects from period studied on a time line | |  |  |  | | --- | --- | | |  | | --- | | Identify where people and events fit into a chronological framework. | |  |  |  | | --- | --- | | |  | | --- | | Explore links and contrasts within and across different periods of time. | |  |  |  | | --- | --- | | |  | | --- | | Discuss some historical events, issues, connections and changes. | |  |  |  | | --- | --- | | |  | | --- | | Select and organise historical information to present in a range of ways. | |  |  |  | | --- | --- | | |  | | --- | | Use relevant historical terms and vocabulary linked to chronology. | |  |  |  | | --- | --- | | |  | | --- | | Discuss significant aspects of, and connections between, different historical events. | |  |  |  | | --- | --- | | |  | | --- | | Select and organise relevant historical information to present in a range of ways. | |  |  |  | | --- | --- | | |  | | --- | | Use relevant and appropriate historical terms and vocabulary linked to chronology. | |   Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.   |  |  | | --- | --- | | |  | | --- | | Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. | |   Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.   |  |  | | --- | --- | | |  | | --- | | Use sources to address historically valid questions and hypotheses. | |  |  |  | | --- | --- | | |  | | --- | | Recognise how sources of evidence are used to make historical claims. | |  |  |  | | --- | --- | | |  | | --- | | Recognise why some events happened and what happened as a result. | |  |  |  | | --- | --- | | |  | | --- | | Identify historically significant people and events in different situations. | | |
| Year 5 | |  |  | | --- | --- | | |  | | --- | | Use dates and appropriate historical terms to sequence events and periods of time. | |  |  |  | | --- | --- | | |  | | --- | | Identify where people, places and periods of time fit into a chronological framework. | |   Describe links and contrasts within and across different periods of time including short-term and long-term time scales.   |  |  | | --- | --- | | |  | | --- | | Discuss and debate historical issues using appropriate vocabulary | |   Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.   |  |  | | --- | --- | | |  | | --- | | Choose relevant ways to communicate historical findings. | |  |  |  | | --- | --- | | |  | | --- | | Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. | |   Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world.   |  |  | | --- | --- | | |  | | --- | | Use a wider range of sources as a basis for research to answer questions and to test hypotheses. | |  |  |  | | --- | --- | | |  | | --- | | Recognise how our knowledge of the past is constructed from a range of sources. | |  |  |  | | --- | --- | | |  | | --- | | Evaluate sources and make simple inferences. | |  |  |  | | --- | --- | | |  | | --- | | Choose relevant sources of evidence to support particular lines of enquiry | | |
| Year 6 | |  |  | | --- | --- | | |  | | --- | | Use dates and a wide range of historical terms when sequencing events and periods of time | |  |  |  | | --- | --- | | |  | | --- | | Develop chronologically secure knowledge of the events and periods of time studied. | |   Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.   |  |  | | --- | --- | | |  | | --- | | Acknowledge contrasting evidence and opinions when discussing and debating historical issues. | |  |  |  | | --- | --- | | |  | | --- | | Use appropriate vocabulary when discussing, describing and explaining historical events. | |   Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.   |  |  | | --- | --- | | |  | | --- | | Choose the most appropriate way of communicating different historical findings. | |  |  |  | | --- | --- | | |  | | --- | | Describe key aspects of a non-European society such as the early Islamic civilisation. | |   Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.   |  |  | | --- | --- | | |  | | --- | | Regularly address and sometimes devise historically valid questions and hypotheses. | |  |  |  | | --- | --- | | |  | | --- | | Give some reasons for contrasting arguments and interpretations of the past. | |  |  |  | | --- | --- | | |  | | --- | | Describe the impact of historical events and changes. | |  |  |  | | --- | --- | | |  | | --- | | Recognise that some events, people and changes are judged as more significant than others. | | |