



## Skills Progression in History



		Year 3	Year 4	Year 5	Year 6
<b>Skill Progression</b>	Knowledge and understanding of events and people in the past.	<p>I can explain how people and events in the past have influenced life today.</p> <p>I can identify key features, aspects and events of the time studied.</p>	<p>I can find out about the everyday lives of people in time studied compared with our life today.</p> <p>I can identify key features, aspects and events of the time studied.</p> <p>I can describe similarities and differences between aspects of history, people, events and artefacts studied.</p>	<p>I can identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>I can use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.</p>	<p>I can describe the key features of the periods studied, including attitudes, beliefs and the everyday lives of men, women and children. I can compare these to other periods and civilisations both in British and World history.</p>
	Chronological understanding	<p>I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and their secular alternatives BCE and CE.</p>	<p>I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and their secular alternatives BCE and CE.</p>	<p>I can accurately use dates and terms to describe historical events.</p> <p>I understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</p>	<p>I can order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p>



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	Historical enquiry	<p>I can gather information from sources such as maps to build up a clearer picture of the past.</p> <p>I regularly address and sometimes devise own questions to find answers about the past.</p> <p>I am beginning to undertake my own research.</p>	<p>I can use an increasing range of primary and secondary sources to find out about the past.</p> <p>I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p>	<p>I can select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>I can investigate my own lines of enquiry by posing historically valid questions to answer.</p>	<p>I use primary and secondary sources of information to investigate the past.</p> <p>I use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p>
	Presenting, organising and communication	<p>I can present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).</p>	<p>I am starting to present ideas based on my own research about a studied period.</p>	<p>I can plan and present a self-directed project or research about the studied period.</p>	<p>I can present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.</p>



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	Historical interpretation	<p>I am beginning to understand some of the ways in which historians and others investigate the past.</p>	<p>I can identify differences between two versions of the same event or story in history.</p> <p>I can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>I can find and analyse a wide range of evidence about the past.</p> <p>I am starting to understand the difference between primary and secondary evidence and starting to question its reliability.</p> <p>I know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>I am aware of the concept of propaganda.</p>	<p>I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>I can consider different ways of checking the accuracy of interpretations of the past.</p> <p>I am aware of the concept of propaganda.</p>
	Historical vocabulary	<p>I use a range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>I can understand and use an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>I can use a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>I can use an expanded bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>