



## History Skills Progression Grid

	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Investigate and Interpret the Past</b>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Identify some of the different ways the past has been represented.</li> <li>Use artefacts, pictures, stories, online sources, and databases to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiry.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of historical events, explaining some of the reasons why accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>
<b>Build an Overview of World History</b>	<ul style="list-style-type: none"> <li>Describe historical events</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons that people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Give a Describe changes that have happened in the locality of the school throughout history.</li> <li>broad overview of life in Britain: from ancient to medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad view of life in Britain and some major events from the rest of the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>Understanding Chronology</b>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline</li> <li>Label timelines with words or phrases such as past, present, older and newer.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>

	<ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
<p><b>Communicate Historically</b></p>	<p>Use words and phrases such as:</p> <ul style="list-style-type: none"> <li>• A long time age</li> <li>• Recently</li> <li>• When my parents/ carers were children</li> <li>• Years, decades and centuries to describe the passing of time.</li> </ul> <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> <li>• Civilisation</li> <li>• Monarchy</li> <li>• Parliament</li> <li>• Democracy</li> <li>• War and Peace</li> </ul>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Change</li> <li>• Chronology</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Chronology</li> <li>• Change</li> <li>• Continuity</li> <li>• Century</li> <li>• Decade</li> <li>• Legacy</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>