



History Progression of Skills

Nursery

I am a historian...

Historical Knowledge:

I am beginning to make sense of my own life-story and family's history.
I am beginning to show interest in different occupations. (UTW-History)

I understand and use vocabulary such as: I can see, I saw, same, different, change, why, because.

Chronology:

I am beginning to make sense of my own life-story and family's history.
(UTW-History)

I can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.

Historical Enquiry:

I am beginning to question why things happen.
I am beginning to understand why and how questions. (CAL)

I am beginning to understand and use vocabulary such as: how, why, because.



History Progression of Skills

Reception

I am a historian...

Historical Knowledge:

I can describe my immediate environment using knowledge from observation, discussion, stories and non-fiction texts?

(UTW-ELG)

I can understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain.

Chronology:

I can talk about the lives of the people around me and my role in society.

I can talk about some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.

I can understand the past through settings, characters and events encountered in books read in class and storytelling.

(UTW-History-)

I can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.

Historical Enquiry:

I can make comments about what I have learnt and ask questions to make sure I understand. (CAL – ELG)

I can understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why.



**History Progression of Skills
Year 1**

Pupil

Teacher

I am a historian...

Historical Knowledge:

- I can begin to describe similarities and differences in artefacts.
- I can question why people did things in the past.
- I can use a range of sources to find out characteristic features of the past

Chronology:

- I can sequence events or objects in chronological order

Interpretations of History:

- I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)

Historical Enquiry:

- I can sort artefacts 'then' and 'now'.
- I can use as wide a range of sources as possible I can answer questions related to different sources...

Organisation and Communication:

- I can communicate my understanding through the use of:
 - a time line
 - drawing
 - drama/role play
 - writing
 - ICT



**History Progression of Skills
Year 2**

Pupil

Teacher

I am a historian...

Historical Knowledge:

- I can find out about people and events in other times
 - I can confidently describe similarities and differences of collections of artefacts
- Drama – develop empathy and understanding (hot seating, speaking and listening)

Chronology:

- I can sequence artefacts closer together in time
- I can sequence events I can sequence photos etc; from different periods of their life
- I can describe memories of key events in their lives

Interpretations of History:

- I can compare pictures or photographs of people or events in the past.
- I can identify different ways to represent the past.

Historical Enquiry:

- I can use a source – I can ask why, what, who, how and where questions and find answers to them.
- I can sequence a collection of artefacts.
- I can use timelines
- I can discuss the effectiveness of a source.

Organisation and Communication:

- I can communicate my understanding and **knowledge** through:

Discussion
 Drawing pictures.
 Drama/role play.
 Making models.
 Writing.
 Using ICT



**History Progression of Skills
Year 3**

Pupil

Teacher

I am a historian...

Historical Knowledge:

- I can find out about everyday lives of people in time.
- I can compare with our life today.
- I can identify reasons for and results of peoples actions.
- I can show an understanding of why people may have had to do something.
- I can study change through the lives of significant individuals.

Chronology:

- I can place the time studied onto a timeline.
- I can sequence events or artefacts.
- I can use dates related to the passing of time.

Interpretations of History:

- I can identify and give reasons for different ways in which the past is represented.
- I can distinguish between different sources and evaluate their usefulness.
- I can look at representations of the period e.g. museums, cartoons etc

Historical Enquiry:

- I can use a range of sources to find out about a time period.
- I can observe small details – artefacts/pictures.
- I can select and record information relevant to the study.
- I can being to use the books and e-learning for research.
- I can ask and answer questions

Organisation and Communication:

- I can Communicate **knowledge** through:
- Discussion....
- Drawing pictures...
- Drama/role play..
- Making models.....
- Writing..
- Using ICT...



**History Progression of Skills
Year 4**

Pupil

Teacher

I am a historian...

Historical Knowledge:

- I can use evidence to reconstruct life in time studied.
- I can identify key features and events.
- I can look for the links and effects in time studied.
- I can offer reasonable explanation for some events.
- I can develop a broad understanding of ancient civilisations

Chronology:

- I can place events studied from the places studied onto a time line.
- I can use terms related to the time period and begin to date events.
- I can understand more complex terms e.g BCE/AD

Interpretations of History:

- I can look at the evidence available.
- I can begin to evaluate the usefulness of different sources.
- I can use text books and my own historical knowledge

Historical Enquiry:

- I can use evidence to build up a picture of a past event.
- I can choose relevant material to present a picture of one aspect of life in time past.
- I can ask a variety of questions.
- I can use the books and elearning for research

Organisation and Communication:

- I can select data and organise it into a data file to answer historical questions I know the period in which the study is set.
- I can display findings in a variety of ways.
- I can work independently and in groups



**History Progression of Skills
Year 5**

Pupil

Teacher

I am a historian...

Historical Knowledge:

- I can study different aspects of life of different people.
- I can examine causes and results of great events and the impact on people
- I can compare life in early and late times studied
- I can compare an aspect of life with the same aspect in another period

Chronology:

- I can place current studies on a timeline in relation to other studies
- I know and sequence key events of time studied
- I can use relevant terms and periods labels
- I can relate current studies to previous studies
- I can make comparisons between different times in history

Interpretations of History:

- I can compare accounts from events from different sources.
- I can offer some reasons for different versions of events.

Historical Enquiry:

- I can begin to identify primary and secondary sources .
- I can use evidence to build up a picture of life in time studied.
- I can select relevant sections of information .
- I am confident in the use of book and e-learning for research.

Organisation and Communication:

- I can fit events into a display sorted by time
- I can use appropriate terms, matching dates to people and events
- I can record and communicate knowledge in different forms Work independently in group showing initiative .



**History Progression of Skills
Year 6**

Pupil

Teacher

I am a historian...

Historical Knowledge:

- I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- I can compare beliefs and behaviour with another period.
- I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation .
- I know key dates, characters and events of a time studied
- I can compare and contrast ancient civilisations.

Chronology:

- I can place a current study on timeline in relation to other studies.
- I can use relevant dates and terms.
- I can sequence up to ten events on a time line.

Interpretations of History:

- I can link sources and work out how conclusions were arrived at.
- I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- I am aware that different evidence will lead to different conclusions.
- I am confident in the use of books and e-learning for research

Historical Enquiry:

- I can recognise primary and secondary sources.
- I can use a range of sources to find out about an aspect of time past..
- I can suggest omissions and the means of finding out.
- I can bring knowledge gathering from several sources together in a fluent account .

Organisation and Communication:

- I can select aspects of a study to make a display.
- I can use a variety of ways to communicate knowledge and understanding including extended writing.
- I can plan and carry out individual investigations