

## Skills Progression Document (Organised by Year Group)



History			
	Chronological awareness	Disciplinary Concepts	Historical Enquiry
<p><b>N</b> <b>u</b> <b>r</b> <b>s</b> <b>u</b> <b>r</b> <b>y</b></p>	<ul style="list-style-type: none"> <li>• Can they retell past events in correct order?</li> <li>• Can they use talk to connect ideas, explain what is happening and anticipate what might happen next?</li> <li>• Can they recall and relive past experiences?</li> <li>• Can they remember &amp; talk about significant times or events for family &amp; friends?</li> <li>• Can they begin to make sense of their own life-story &amp; family's history?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they develop an understanding of changes over time?</li> <li>• Can they comment on images of familiar situations from the past?</li> <li>• Can they compare and contrast figures from the past?</li> <li>• Can they recognise some similarities and differences between life in this country and life in other countries?</li> <li>• Can they share stories about people from the past who have influenced the present?</li> <li>• Can they talk about things being 'old' or 'new'?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they question why things happen?</li> <li>• Can they understand why and how questions?</li> <li>• Can they ask who, what, when &amp; how?</li> </ul>

Courage

Resilience

Respect

Compassion

	Chronological awareness	Disciplinary Concepts	Historical Enquiry
<p><b>R</b></p> <p><b>e</b></p> <p><b>c</b></p> <p><b>e</b></p> <p><b>p</b></p> <p><b>t</b></p> <p><b>i</b></p> <p><b>o</b></p> <p><b>n</b></p>	<ul style="list-style-type: none"> <li>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</li> <li>Recognising that some stories are set a long time ago.</li> <li>Recognising significant dates for them (birthday).</li> <li>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</li> <li>Recounting activities that happened in their past using photos as a prompt.</li> </ul>	<p><b><u>Change and continuity</u></b></p> <ul style="list-style-type: none"> <li>Being aware of changes that happen throughout the year (e.g. seasons, nature).</li> </ul> <p><b><u>Cause and Consequence</u></b></p> <ul style="list-style-type: none"> <li>Experiencing cause and effect in play. - <i>achieve through continuous provision available.</i></li> </ul> <p><b><u>Similarities and differences</u></b></p> <ul style="list-style-type: none"> <li>Beginning to recognise similarities and differences between the past and today.</li> <li>Using photographs and stories to compare the past with the present day.</li> </ul> <p><b><u>Historical significance</u></b></p> <ul style="list-style-type: none"> <li>Recalling special people in their own lives.</li> </ul> <p><b><u>Sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>Using photographs and stories to compare the past with the present day.</li> <li>Using stories and non-fiction books to find out about life in the past.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>Recognising that different members of the class may notice different things in photographs from the past.</li> </ul>	<p><b><u>Posing Historical Questions</u></b></p> <ul style="list-style-type: none"> <li>Asking questions about the differences they can see in photographs or images (in stories) that represent the past.</li> </ul> <p><b><u>Gathering, organising and evaluating evidence</u></b></p> <ul style="list-style-type: none"> <li>Making simple observations about the past from photographs and images.</li> </ul> <p><b><u>Interpreting findings, analysing and making connections</u></b></p> <ul style="list-style-type: none"> <li>Making simple observations about the past from photographs and images.</li> </ul> <p><b><u>Evaluating and drawing conclusions</u></b></p> <ul style="list-style-type: none"> <li>Deciding whether photographs or images (e.g. from stories) depict the past.</li> </ul> <p><b><u>Communicating findings</u></b></p> <ul style="list-style-type: none"> <li>Communicating findings by pointing to images and using simple language to explain their thoughts.</li> </ul>

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Year 1	<ul style="list-style-type: none"> <li>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</li> <li>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</li> <li>Sequencing three or four artefacts/photographs from different periods of time.</li> <li>Placing events on a simple timeline.</li> <li>Recording on a timeline a sequence of historical stories heard orally.</li> </ul>	<p><b><u>Change and continuity</u></b></p> <ul style="list-style-type: none"> <li>Being aware that some things have changed and some have stayed the same in their own lives.</li> <li>Describing simple changes and ideas/objects that remain the same.</li> <li>Understanding that some things change while other items remain the same and some are new.</li> </ul> <p><b><u>Cause and Consequence</u></b></p> <ul style="list-style-type: none"> <li>Asking why things happen and beginning to explain why with support.</li> </ul> <p><b><u>Similarities and differences</u></b></p> <ul style="list-style-type: none"> <li>Beginning to look for similarities and differences over time in their own lives.</li> </ul> <p><b><u>Historical significance</u></b></p> <ul style="list-style-type: none"> <li>Recalling special events in their own lives.</li> </ul> <p><b><u>Sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>Using artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>Finding answers to simple questions about the past using sources (e.g. artefacts).</li> <li>Sorting artefacts from then and now.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>Beginning to identify different ways to represent the past (e.g. photos, stories).</li> <li>Developing their own interpretations from historical artefacts..</li> </ul>	<p><b><u>Posing Historical Questions</u></b></p> <ul style="list-style-type: none"> <li>Asking how and why questions based on stories, events and people.</li> <li>Asking questions about sources of evidence (e.g. artefacts).</li> </ul> <p><b><u>Gathering, organising and evaluating evidence</u></b></p> <ul style="list-style-type: none"> <li>Using sources of information, such as artefacts, to answer questions.</li> <li>Drawing out information from sources.</li> <li>Making simple observations about the past from a source.</li> </ul> <p><b><u>Interpreting findings, analysing and making connections</u></b></p> <ul style="list-style-type: none"> <li>Interpreting evidence by making simple deductions.</li> <li>Making simple inferences and deductions from sources of evidence.</li> <li>Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</li> </ul> <p><b><u>Evaluating and drawing conclusions</u></b></p> <ul style="list-style-type: none"> <li>Drawing simple conclusions to answer a question.</li> </ul> <p><b><u>Communicating findings</u></b></p> <ul style="list-style-type: none"> <li>Communicating findings through discussion and timelines with physical objects/ pictures.</li> <li>Using vocabulary such as - old, new, long time ago.</li> <li>Discussing and writing about past events or stories in narrative or dramatic forms.</li> <li>Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)</li> </ul>

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Year 2	<ul style="list-style-type: none"> <li>Sequencing up to six artefacts, photographs or events on a timeline.</li> <li>Beginning to recognise how long each event lasted.</li> <li>Knowing where people/events studied fit into a chronological framework.</li> <li>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</li> </ul>	<p><b><u>Change and continuity</u></b></p> <ul style="list-style-type: none"> <li>Being aware that some things have changed and some have stayed the same in their own lives.</li> <li>Understanding that some things change while other items remain the same and some are new.</li> <li>Recognising some things which have changed / stayed the same as the past.</li> <li>Identifying simple reasons for changes.</li> </ul> <p><b><u>Cause and Consequence</u></b></p> <ul style="list-style-type: none"> <li>Recognising why people did things, why events happened and what happened as a result.</li> </ul> <p><b><u>Similarities and differences</u></b></p> <ul style="list-style-type: none"> <li>Beginning to look for similarities and differences over time in their own lives.</li> <li>Identifying similarities and difference between ways of life at different times.</li> <li>Making comparisons with their own lives.</li> </ul> <p><b><u>Historical significance</u></b></p> <ul style="list-style-type: none"> <li>Recalling special events in their own lives.</li> <li>Discussing who was important in a historical event.</li> </ul> <p><b><u>Sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li> <li>Making simple observations about a source or artefact.</li> <li>Identifying a primary source.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>Recognising different ways in which the past is represented (including eye-witness accounts).</li> <li>Comparing pictures or photographs of people or events in the past.</li> <li>Developing their own interpretations from artefacts, photographs and written sources.</li> </ul>	<p><b><u>Posing Historical Questions</u></b></p> <ul style="list-style-type: none"> <li>Asking questions about sources of evidence (e.g. artefacts).</li> <li>Asking a range of questions about stories, events and people.</li> </ul> <p><b><u>Gathering, organising and evaluating evidence</u></b></p> <ul style="list-style-type: none"> <li>Understanding how we use books and sources to find out about the past.</li> <li>Using a source to answer questions about the past.</li> </ul> <p><b><u>Interpreting findings, analysing and making connections</u></b></p> <ul style="list-style-type: none"> <li>Making simple inferences and deductions from sources of evidence.</li> <li>Making links and connections across a unit of study.</li> </ul> <p><b><u>Evaluating and drawing conclusions</u></b></p> <ul style="list-style-type: none"> <li>Making simple conclusions about a question using evidence to support.</li> </ul> <p><b><u>Communicating findings</u></b></p> <ul style="list-style-type: none"> <li>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>Using relevant vocabulary in answers.</li> <li>Describing past events and people by drawing or writing.</li> </ul>

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Year 3	<ul style="list-style-type: none"> <li>Sequencing events on a timeline, starting to refer to times studied in KS1 to see where these fit in.</li> <li>Place BC and AD in order.</li> <li>Sequencing six to eight artefacts, historical pictures or events.</li> <li>Placing the time studied in order compared to another period.</li> <li>Begin to make a simple individual timeline.</li> </ul>	<p><b><u>Change and continuity</u></b></p> <ul style="list-style-type: none"> <li>Start to compare different periods of history and identify changes and continuity.</li> </ul> <p><b><u>Cause and Consequence</u></b></p> <ul style="list-style-type: none"> <li>Begin to identify the consequences of events and the actions of people.</li> <li>Begin to identify reasons for historical events, situations and changes.</li> </ul> <p><b><u>Similarities and differences</u></b></p> <ul style="list-style-type: none"> <li>Start to identify similarities and differences between periods of history.</li> <li>Create simple explanations for similarities and differences between daily lives of people in the past and today.</li> </ul> <p><b><u>Historical significance</u></b></p> <ul style="list-style-type: none"> <li>Recall an important person or event.</li> <li>Identifying who might be important in historical sources and accounts.</li> </ul> <p><b><u>Sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>Using a two sources to find out about a period.</li> <li>Start to use evidence to build up a picture of a past event.</li> <li>Begin to identify sources which are influenced by the personal beliefs of the author.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>Identifying the differences between different sources.</li> <li>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>Start to evaluate the usefulness of different sources.</li> </ul>	<p><b><u>Posing Historical Questions</u></b></p> <ul style="list-style-type: none"> <li>Asking simple questions about the main features of everyday life in periods studied.</li> <li>Suggest questions for different types of historical enquiry.</li> </ul> <p><b><u>Gathering, organising and evaluating evidence</u></b></p> <ul style="list-style-type: none"> <li>Start to use different sources to construct knowledge of the past.</li> <li>Define the term 'evidence'.</li> <li>Begin to extract the appropriate information from a historical source.</li> <li>Selecting and recording relevant information from a source to answer a question.</li> <li>Identify primary sources and begin to recognise secondary sources.</li> </ul> <p><b><u>Interpreting findings, analysing and making connections</u></b></p> <ul style="list-style-type: none"> <li>Begin to understand that there are different ways to interpret evidence.</li> <li>Asking the question "How do we know?"</li> </ul> <p><b><u>Evaluating and drawing conclusions</u></b></p> <ul style="list-style-type: none"> <li>Understanding that there may be different conclusions to a historical enquiry question.</li> <li>Begin to reach conclusions that are substantiated by historical evidence.</li> </ul> <p><b><u>Communicating findings</u></b></p> <ul style="list-style-type: none"> <li>Communicating knowledge and understanding through discussion, art and writing.</li> <li>Creating a basic imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</li> <li>Begin to create a structured response or narrative to answer a historical enquiry.</li> <li>Start to describe past events orally or in writing, recognising similarities and differences with today.</li> </ul>

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Year 4	<ul style="list-style-type: none"> <li>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>Using BC/AD/Century.</li> <li>Sequencing eight to ten artefacts, historical pictures or events.</li> <li>Placing the time studied on a timeline.</li> <li>Making a simple individual timeline.</li> </ul>	<p><b><u>Change and continuity</u></b></p> <ul style="list-style-type: none"> <li>Comparing different periods of history and identifying changes and continuity.</li> </ul> <p><b><u>Cause and Consequence</u></b></p> <ul style="list-style-type: none"> <li>Identifying the consequences of events and the actions of people.</li> <li>Identifying reasons for historical events, situations and changes.</li> </ul> <p><b><u>Similarities and differences</u></b></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of history.</li> <li>Explaining similarities and differences between daily lives of people in the past and today.</li> </ul> <p><b><u>Historical significance</u></b></p> <ul style="list-style-type: none"> <li>Recalling some important people and events.</li> <li>Identifying who is important in historical sources and accounts.</li> </ul> <p><b><u>Sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>Using a range of sources to find out about a period.</li> <li>Using evidence to build up a picture of a past event.</li> <li>Identifying sources which are influenced by the personal beliefs of the author.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</li> <li>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>Evaluating the usefulness of different sources.</li> </ul>	<p><b><u>Posing Historical Questions</u></b></p> <ul style="list-style-type: none"> <li>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>Creating questions for different types of historical enquiry.</li> </ul> <p><b><u>Gathering, organising and evaluating evidence</u></b></p> <ul style="list-style-type: none"> <li>Using a range of sources to construct knowledge of the past.</li> <li>Defining the terms ‘source’ and ‘evidence’.</li> <li>Extracting the appropriate information from a historical source.</li> <li>Selecting and recording relevant information from a range of sources to answer a question.</li> <li>Identifying primary and secondary sources.</li> </ul> <p><b><u>Interpreting findings, analysing and making connections</u></b></p> <ul style="list-style-type: none"> <li>Understanding that there are different ways to interpret evidence.</li> <li>Asking the question “How do we know?”</li> </ul> <p><b><u>Evaluating and drawing conclusions</u></b></p> <ul style="list-style-type: none"> <li>Understanding that there may be multiple conclusions to a historical enquiry question.</li> <li>Reaching conclusions that are substantiated by historical evidence.</li> </ul> <p><b><u>Communicating findings</u></b></p> <ul style="list-style-type: none"> <li>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</li> <li>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</li> <li>Creating a structured response or narrative to answer a historical enquiry.</li> <li>Describing past events orally or in writing, recognising similarities and differences with today.</li> </ul>

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Year 5	<ul style="list-style-type: none"> <li>Sequencing events on a timeline and start to compare where it fits in with times studied in previous year groups.</li> <li>Begin to use the terms AD and BC in their work.</li> <li>Start to use relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</li> <li>Placing the time, period of history on a timeline.</li> <li>Sequencing 8 events on a timeline.</li> </ul>	<p><b><u>Change and continuity</u></b></p> <ul style="list-style-type: none"> <li>Begin to identify possible links between events and changes within and across different time periods / societies.</li> <li>Identifying and give basic reasons for changes and continuity.</li> </ul> <p><b><u>Cause and Consequence</u></b></p> <ul style="list-style-type: none"> <li>Giving potential ideas and developing reasons for historical events, the results of historical events, situations and changes.</li> </ul> <p><b><u>Similarities and differences</u></b></p> <ul style="list-style-type: none"> <li>Start to describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>Suggest potential links with different time periods studied.</li> </ul> <p><b><u>Historical significance</u></b></p> <ul style="list-style-type: none"> <li>Identifying, comparing and beginning to explain about significant people and events across different time periods.</li> </ul> <p><b><u>Sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>Explain the difference between primary and secondary sources.</li> <li>Using two sources to find out about a particular aspect of the past.</li> <li>Identify how secondary sources are influenced by the beliefs, cultures and time of the author.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>Comparing accounts of events from two different sources and suggest explanations for different versions of events.</li> <li>Begin to evaluate the usefulness of historical sources.</li> </ul>	<p><b><u>Posing Historical Questions</u></b></p> <ul style="list-style-type: none"> <li>Begin to plan a historical enquiry.</li> <li>Ask historical questions.</li> <li>Start to ask questions about the interpretations, viewpoints and perspectives held by others.</li> </ul> <p><b><u>Gathering, organising and evaluating evidence</u></b></p> <ul style="list-style-type: none"> <li>Explain what fact and opinion is.</li> <li>Use historical evidence to dispute the ideas, claims or perspectives of others.</li> <li>Consider the reliability of sources,</li> </ul> <p><b><u>Interpreting findings, analysing and making connections</u></b></p> <ul style="list-style-type: none"> <li>Make interpretations using more than one source of evidence.</li> <li>Start to challenge existing interpretations of the past using evidence.</li> </ul> <p><b><u>Evaluating and drawing conclusions</u></b></p> <ul style="list-style-type: none"> <li>Evaluating conclusions and suggest ways to improve conclusions.</li> </ul> <p><b><u>Communicating findings</u></b></p> <ul style="list-style-type: none"> <li>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>Constructing structured and organised accounts using historical terms and relevant historical information.</li> <li>Begin to construct explanations for past events using cause and effect.</li> <li>Develop using evidence to support and illustrate claims.</li> </ul>

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Year 6	<ul style="list-style-type: none"> <li>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li> <li>Using the terms AD and BC in their work.</li> <li>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</li> <li>Placing the time, period of history and context on a timeline.</li> <li>Sequencing 10 events on a timeline.</li> </ul>	<p><b><u>Change and continuity</u></b></p> <ul style="list-style-type: none"> <li>Making links between events and changes within and across different time periods / societies.</li> <li>Identifying and explaining the reasons for changes and continuity.</li> </ul> <p><b><u>Cause and Consequence</u></b></p> <ul style="list-style-type: none"> <li>Giving reasons for historical events, the results of historical events, situations and changes.</li> </ul> <p><b><u>Similarities and differences</u></b></p> <ul style="list-style-type: none"> <li>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>Making links with different time periods studied.</li> </ul> <p><b><u>Historical significance</u></b></p> <ul style="list-style-type: none"> <li>Identifying, comparing and explaining about significant people and events across different time periods.</li> </ul> <p><b><u>Sources of evidence</u></b></p> <ul style="list-style-type: none"> <li>Recognising primary and secondary sources.</li> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>Comparing accounts of events from different sources and suggest explanations for different versions of events.</li> <li>Evaluating the usefulness of historical sources.</li> <li>Understanding that different evidence creates different conclusions.</li> </ul>	<p><b><u>Posing Historical Questions</u></b></p> <ul style="list-style-type: none"> <li>Planning a historical enquiry.</li> <li>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</li> <li>Asking questions about the interpretations, viewpoints and perspectives held by others.</li> </ul> <p><b><u>Gathering, organising and evaluating evidence</u></b></p> <ul style="list-style-type: none"> <li>Distinguishing between fact and opinion.</li> <li>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li> <li>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li> </ul> <p><b><u>Interpreting findings, analysing and making connections</u></b></p> <ul style="list-style-type: none"> <li>Making increasingly complex interpretations using more than one source of evidence.</li> <li>Challenging existing interpretations of the past using interpretations of evidence.</li> </ul> <p><b><u>Evaluating and drawing conclusions</u></b></p> <ul style="list-style-type: none"> <li>Evaluating conclusions and identifying ways to improve conclusions.</li> </ul> <p><b><u>Communicating findings</u></b></p> <ul style="list-style-type: none"> <li>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>Constructing explanations for past events using cause and effect.</li> <li>Using evidence to support and illustrate claims.</li> </ul>