

**Progression in Key History Skills (Year 1-6)**

Year 1			
Chronological Awareness	Knowledge and Understanding	Organise, Evaluate and Communicate Information	Understanding Historical Concepts
<ul style="list-style-type: none"> <li>I can sequence simple pictures within my own experiences. (LL)</li> <li>I can begin to use appropriate terminology such as past, then and now. (LL)</li> <li>I can understand where people and events studied fit within a chronological framework and can identify similarities and differences between ways of life in different time periods (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods. (LL)</li> <li>I can understand some of the ways in which we find out about the past and identify different ways in which it is represented. (NC).</li> <li>I can understand changes of living memory- where appropriate; these should be used to reveal aspects of change in national life (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can obtain ideas about the past from pictures. (LL)</li> <li>I can write simple sentences to describe an event or period of time. (LL)</li> <li>I can ask and answer questions, choosing and using parts of stories and other sources to show an understanding of key features of events (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual. (LL)</li> <li>I can recognise the lives of significant individuals from the past who have contributed to national and international achievements, e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong (NC).</li> <li>I can understand events beyond living memory that are significant nationally or globally, for example: The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries (NC).</li> <li>I can understand significant historical events, people and places from the locality (NC).</li> </ul>

## Year 2

Chronological Awareness	Knowledge and Understanding	Organise, Evaluate and Communicate Information	Understanding Historical Concepts
<ul style="list-style-type: none"> <li>I can recognise that dates are used to identify when events happened in the past. (LL)</li> <li>I can identify similarities and differences between my life and events studied. (LL)</li> <li>I can understand where people and events studied fit within a chronological framework and can identify similarities and differences between ways of life in different time periods (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to give simple reasons why changes occurred in the past. (LL)</li> <li>I can draw simple conclusions and deduce information on the past from pictures and information. (LL)</li> <li>I can understand some of the ways in which we find out about the past and identify different ways in which it is represented. (NC).</li> <li>I can understand changes of living memory- where appropriate; these should be used to reveal aspects of change in national life (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to understand that information on the past may differ. (LL)</li> <li>I can connect ideas and give simple phrases as to why an event occurred. (LL)</li> <li>I can describe an event using time markers to show structure. (LL)</li> <li>I can ask and answer questions, choosing and using parts of stories and other sources to show an understanding of key features of events (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can give more than one effect of an event and give simple explanations. (LL)</li> <li>I can recognise the lives of significant individuals from the past who have contributed to national and international achievements, e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong (NC).</li> <li>I can understand events beyond living memory that are significant nationally or globally, for example: The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries (NC).</li> <li>I can understand significant historical events, people and places from the locality (NC).</li> </ul>

Year 3			
Chronological Awareness	Knowledge and Understanding	Organise, Evaluate and Communicate Information	Understanding Historical Concepts
<ul style="list-style-type: none"> <li>I am aware of the different periods of the past and can identify some of the differences and similarities between the periods. (LL)</li> <li>I can understand changes that have occurred over time (NC).</li> <li>I can study an aspect or theme in British history that extends my chronological knowledge beyond 1066 (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I have knowledge and understanding of some of the main events, people and changes from the past. (LL)</li> <li>I can continue to develop a chronologically secure knowledge and understanding of British, local and world history (NC).</li> <li>I can understand how our knowledge of the past is constructed from a range of sources (NC).</li> <li>I can understand the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study (see NC for more info).</li> <li>I can understand a non-European society that provides contrasts with British history (see NC for more info).</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some of the different ways in which the past is represented. (LL)</li> <li>I can note connections, contrasts and trends over time and develop the appropriate use of historical terms (NC).</li> <li>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (NC).</li> <li>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can give reasons for and results of the main events and changes using simple concepts such as cause and effect. (LL)</li> <li>I can carry out a local history study (NC).</li> </ul>

## Year 4

Chronological Awareness	Knowledge and Understanding	Organise, Evaluate and Communicate Information	Understanding Historical Concepts
<ul style="list-style-type: none"> <li>• I can describe and compare different periods of the past. (LL)</li> <li>• I am aware of how people's lives have shaped this nation. (LL)</li> <li>• I can understand changes that have occurred over time (NC).</li> <li>• I can study an aspect or theme in British history that extends my chronological knowledge beyond 1066 (NC).</li> </ul>	<ul style="list-style-type: none"> <li>• I can make connections between local, regional, national and international history. (LL)</li> <li>• I can explain some of the main events and give reasons for, and results of, the changes. (LL)</li> <li>• I can continue to develop a chronologically secure knowledge and understanding of British, local and world history (NC).</li> <li>• I can understand how our knowledge of the past is constructed from a range of sources (NC).</li> <li>• I can understand the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study (see NC for more info).</li> <li>• I can understand a non-European society that provides contrasts with British history (see NC for more info).</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand that aspects of the past have been represented and interpreted in different ways. (LL)</li> <li>• I can note connections, contrasts and trends over time and develop the appropriate use of historical terms (NC).</li> <li>• I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (NC).</li> <li>• I can construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC).</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand more complex, abstract concepts. (LL)</li> <li>• I can carry out a local history study (NC).</li> </ul>

## Year 5

Chronological Awareness	Knowledge and Understanding	Organise, Evaluate and Communicate Information	Understanding Historical Concepts
<ul style="list-style-type: none"> <li>I can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. (LL)</li> <li>I can understand changes that have occurred over time (NC).</li> <li>I can study an aspect or theme in British history that extends my chronological knowledge beyond 1066 (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can understand why some civilisations have been successful and others have not. (LL)</li> <li>I can continue to develop a chronologically secure knowledge and understanding of British, local and world history (NC).</li> <li>I can understand how our knowledge of the past is constructed from a range of sources (NC).</li> <li>I can understand the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study (see NC for more info).</li> <li>I can understand a non-European society that provides contrasts with British history (see NC for more info).</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to make use of dates and terms to structure my work. (LL)</li> <li>I can evaluate sources and identify those that are useful to the task. (LL)</li> <li>I can note connections, contrasts and trends over time and develop the appropriate use of historical terms (NC).</li> <li>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (NC).</li> <li>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. (LL)</li> <li>I can carry out a local history study (NC).</li> </ul>

Year 6			
Chronological Awareness	Knowledge and Understanding	Organise, Evaluate and Communicate Information	Understanding Historical Concepts
<ul style="list-style-type: none"> <li>I can make appropriate use of dates and specialist terms. (LL)</li> <li>I can understand changes that have occurred over time (NC).</li> <li>I can study an aspect or theme in British history that extends my chronological knowledge beyond 1066 (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can identify features and make links between past societies and periods. (LL)</li> <li>I can continue to develop a chronologically secure knowledge and understanding of British, local and world history (NC).</li> <li>I can understand how our knowledge of the past is constructed from a range of sources (NC).</li> <li>I can understand the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study (see NC for more info).</li> <li>I can understand a non-European society that provides contrasts with British history (see NC for more info).</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the methods of historical enquiry, including how evidence is used and discover how and why contrasting arguments and interpretations of the past have been constructed. (LL)</li> <li>I can note connections, contrasts and trends over time and develop the appropriate use of historical terms (NC).</li> <li>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance (NC).</li> <li>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC).</li> </ul>	<ul style="list-style-type: none"> <li>I can use historical concepts to create my own structured accounts, including written narratives and analyses. (LL)</li> <li>I can carry out a local history study (NC).</li> </ul>