

Curriculum Skills Progression Map - History

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Events, People and Changes in the Past	I can talk about events from their recent past-yesterday, last week etc.	I can begin to use language associated with the passage of time (before, then, now). Focus on pupils' own experience and family. I can see how life must have been different in the past.	I can retell some historical events from eras they have studied. I can describe a change within their living memory. I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods.	I can describe changes that have occurred within eras studied and starting to consider why they are important. I can name some significant individuals in the past, and their national/international achievements. I can draw simple conclusions and deduce information on the past from pictures and information. I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can express an understanding of how life has changed across eras studied, considering reasons for changes. I can understand some of the main events, people and changes from the past. I can point out some similarities and differences between aspects of life at different times in the past.	I can explain similarities, differences and changes within and across eras, giving reasons to support answers 'why?'. I can describe how life for different groups in Britain changed across the eras studied. I can understand some of the main events, people and changes from the past. I can explain some of the main events and give reasons for, and results of, the changes	I can understand why some civilisations have been successful and why others have not. I can identify some of the societies, cultures and religions of the past. I can describe changes within periods and societies I have studied. I can make comparisons between historical eras studied in different parts of the world.	I can describe changes and continuity in the local area, and give reasons for these. I can identify features and make links between past societies and periods. I can draw on depth of factual knowledge and understanding of Britain and the wider world. I can describe change within and between periods and societies I have learned about.



<p>Historical Enquiry</p>	<p>I can talk about past and present events in their own lives.</p>	<p>I can ask and answer questions. 'I can answer a question by looking at simple pictures from the past/from the present/of my family.'</p> <p>I can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.</p>	<p>I can find answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>I can ask my own questions related to different sources and objects.</p>	<p>I can look carefully at pictures or objects to find information about the past.</p> <p>I can ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',</p> <p>I can describe people and events in history - eg, <i>The Great Fire of London</i>.</p>	<p>I can use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>I can ask questions such as 'how did people? What did people do for?'</p> <p>I can suggest sources of evidence from a selection provided to use to help answer questions.</p>	<p>I can understand the difference between primary and secondary sources of evidence.</p> <p>I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>I can ask questions such as 'what was it like for a during?'</p>	<p>I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>I can ask and answer a range of questions about the past.</p> <p>I can choose reliable sources of evidence to answer questions.</p>	<p>I can use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions and point out the limitations of others' arguments.</p>
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Historical Enquiry						<p>I can independently select sources of evidence to use to help answer questions and start to explain the usefulness and reliability of different sources.</p>	<p>I can realise that there is often not a single answer to historical questions and start to develop a perspective and judgement by explaining how historical facts are often interpreted to support opinions.</p>	<p>I can use their historical perspective, an understanding of reliability/ bias to evaluate arguments and interpretations of the past.</p> <p>I can investigate their own lines of enquiry by posing questions to answer.</p>
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Chronological Understanding	I can begin to use words and phrases like 'old, 'new' to when discussing items that relate to me, such as toys.	I can explain many changes in myself from birth to my current age & say how I know using pictures and objects and sequencing these.	I can use words and phrases like: 'a long time ago', 'before', 'after', 'past', 'present', 'then' and 'now' mostly correctly when describing events, eras, people or periods that have happened in the past. I can understand and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' I can use the terms BCE and CE correctly when using a timeline. I can use simple timelines to sequence processes, events and objects	I can use words and phrases like: 'before', 'after', 'past', 'present', 'then' and 'now' consistently when describing events, people in the past. I can order and sequence familiar objects and events on a timeline.	I can describe clearly events from the past using dates when things happened, showing chronological understanding of dates and events previously studied. I can make connections, contrasts & trends over time I can use a timeline within a specific period or era, to set out the order in which things happened, showing a secure understanding of connections and events.	I can use chronological skills to plot key events on a timeline using centuries, years and eras. I can use a variety of skills to connect, contrast and link to present time, showing a secure understanding of decades, years and centuries.	I can draw a timeline with different historical periods, showing key historical events, or lives of significant people. I can identify that some time periods overlap and can explain reasons for this.	I can place features of historical events and people from past periods in a chronological framework. I can successfully match simple iconic images to each of the periods studied I can use dates and specific terms confidently to establish period detail
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<p>Historical Interpretation</p>	<p>I can talk about things being old and new</p>	<p>I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>I can technology use - google earth, pictures/ photo</p>	<p>I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) explain the similarities and differences from past events (links to from past to present)</p> <p>I can technology use - google earth, pictures/photos</p> <p>subject specific language to start being used 'evaluate, reliable, primary resource, secondary resource.</p> <p>I can begin to understand that we have different views of familiar events</p>	<p>I can identify and explain different ways in which the past is represented</p> <p>I can start to identify different views using sources</p>	<p>I can compare accounts of events from different sources.</p> <p>I can fact or fiction offer some reasons for different versions of events</p> <p>I can make simple deductions and inferences based on different sources</p>	<p>I can link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations</p> <p>I can start to identify different sources and evaluate their effectiveness and historical knowledge</p>	<p>I can know and begin understand significant aspects of the history within the wider world</p> <p>I can draw conclusions to the cause and effect of events in this time period</p> <p>I can mostly identify different sources and evaluate their effectiveness and historical knowledge</p>	<p>I can understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>I can consistently identify different sources and evaluate their effectiveness and historical knowledge</p>
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<p>Cause and effect</p>	<p>I can comment on actions and consequences</p>	<p>I can explain why one character in a simple story took the action he or she did (this could be a nursery rhyme but children should be able to offer a valid reason.)</p> <p>I can explain why they took the action they did while discussing myself.</p>	<p>I can give a simple reason why a real person acted as they did in a historical situation.</p> <p>I can give simple consequences of someone's actions.</p> <p>I can identify cause and effect relationships within events.</p> <p>I can understand and explain that things that directly lead to other events are causes.</p>	<p>I can make some comments about why people did things, why events happened and what happened as a result.</p> <p>I can give clear explanation offering two or three reasons as to why events took place, perhaps including indirect reasons</p>	<p>I can suggest reasons for, and results of, people's actions and events.</p> <p>I can analyse actions of people in historical settings, focusing only on what one person wanted.</p> <p>I can understand that events have more than one cause and can explain slightly more complex events than in KS1, eg. larger scale events or actions of groups of people.</p>	<p>I can move from two causes to realising that you need to give several causes to explain some events.</p> <p>I can move away from simply listing to give little detail about each cause.</p> <p>I can realise that events usually happen for a combination of reasons.</p> <p>I can begin to explain my answer and not just describe.</p>	<p>I can give detailed reasons for and results of historical events.</p> <p>I can begin to understand and discuss the impact of past events on the present.</p> <p>I can explain an event using simple form of classification, eg. to do with money or religion, long term and short term effects.</p> <p>I can comment on how some causes may be connected in some ways</p>	<p>I can present their findings, in detail, using factual evidence (from a range of resources) and their opinions.</p> <p>I can comment on the cause and effect of an event in history and how this has impacted the society and culture around us today.</p> <p>I can give detailed reasons to explain causes and consequences in historical events.</p> <p>I can explain an event with reference to abstract ideas such as long term or short term or events building up.</p> <p>I can start to express explanation in</p>
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<p>Cause and effect</p>				<p>I can give reasons for more complex human actions. Eg. why someone might want to do something unusual for the first time or where there is no modern equivalent.</p> <p>I can give a few consequences of events and people's actions</p>	<p>I can explain in general and impersonal causes; seeing that events happen because of other reasons than just human action.</p>			<p>terms of relative importance backed up a reasoned argument, eg. the main reason was, also important, some people think.</p> <p>I can explain some quite complex events using a good range of causes with some of them linked in a simple way.</p>
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<p>Organisation and Communication</p>	<p>Talk about pictures of themselves using appropriate vocabulary</p>	<p>I can use simple vocabulary such as then, now, before</p> <p>I can draw and label simple drawings of artefacts</p>	<p>I can label and annotate simple drawings of artefacts</p> <p>I can retell and describe the main episodes of a famous past event</p>	<p>I can label and annotate pictures/artefacts showing awareness of significant features not seen today</p> <p>I can make increasing use of period specific vocabulary</p> <p>I can retell a complicated story in a simple structured way</p> <p>I can explain why a certain event happened using phrases such as another reason was, also, which connect various ideas.</p>	<p>I can show an understanding through oral answers and simple recording devices such as speech bubbles/annotations.</p> <p>I can simply and accurately sequence what happened in events from the past.</p> <p>I can express their thoughts and views to explain rather than describe historical events but this tends to be mainly unlinked ideas.</p>	<p>I can begin to sustain and answer providing some supporting evidence.</p> <p>I can use appropriate ways of communicating their historical understanding.</p>	<p>I can answer structured questions and provide supporting evidence for statements made.</p> <p>I can comment on two sides of a question and can offer arguments on both sides.</p> <p>I can use a wide spread of period specific detail to make the work more convincing and authentic.</p>	<p>I can make subtle distinctions within a period being studied.</p> <p>I can use provisional and tentative language to express uncertainty, eg. perhaps, may, might, some people think.</p> <p>I can understand the dangers of over-generalising</p> <p>I can understand the link between the past and present and how the past has shaped the present.</p> <p>I can make clear links between all periods studied at KS1 and KS2.</p>
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