**Skill Progression: History**

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|  | **Year 1** | **Year 2** | **Year 3** |
| **History** | I know about many of the changes that have happened since I was born.I use words and phrases like: old, new and a long time ago.I use words and phrases like: before, after, past, present, then and now.I Know how to ask and answer questions about old and new objects,I spot old and new things in a picture.I give examples of things that were different when my grandparents were children.I know about someone famous who was born or lived near our town.I know why there is a monument to a famous person or event in the town centre. | Pupils can mostly accurately order events they have learnt about from furthest away to most recent and can draw timelinesPupils can make some comparisons between areas of study, identifying some similarities and differences between themPupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries and names specific to areas of studyPupils can ask and answer most simple questions related to an area of study Pupils can sometimes justify their answers using sources or storiesPupils can remember some key events about the areas they have studied Pupils can consider how we know about past events and know they can find historical information in books | Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timelinePupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities and differences between themPupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding Pupils are generally able to answer questions accurately related to the area of study and generally use sources to justify their answersPupils remember key facts and information from areas of study in Year 3Pupils can identify at least one way we gather information Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence |
| **Year 4** | **Year 5** | **Year 6** |
| Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timelinePupils can make links between areas of history they have studied, identifying similarities and differences between themPupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.Pupils can ask questions to develop their understanding Pupils are able to answer questions accurately most of the time related to the area of study Pupils can use sources to justify their answers and are beginning to organise their responsesPupils remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study Pupils can identify at least two ways we gather information Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips | Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timelinePupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of historyPupils can make some comparisons between historical periods, identifying similarities and differences between themPupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as words and phrases to indicate time ad words/phrases from previous study Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said, increasingly challenging sources of informationPupils show some purposeful selection about information they wish to include in responsesPupils show some organisation of information that is purposeful for responding to or asking questionsPupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils are confident in using two different sources to gather information e.g. books, internet, film clips | Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timelinePupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of historyPupils can compare a range of historical periods, identifying a number of similarities and differences between them and think of why this isPupils can identify some trends over time, identifying how ideas have been continued/ developedPupils can remember and use names and words from the areas they have studied over the years Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.Pupils can ask questions, creating questions that develop understanding about change, cause and significancePupils can challenge sources, questioning the validity of thesePupils can make purposeful decisions about information to include when forming responses to questionsPupils can organise information purposefully when responding to or asking questionsPupils have a strong knowledge about historical events, from local history to world history Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. |