

Guardian Angels RCP
Progression of Skills for History

History National Curriculum statements

Skills	EYFS	Key Stage 1	Key Stage 2
Chronological Understanding.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Range and Depth of Historical Knowledge.	Talk about the lives of the people around them and their roles in society;	Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	Children should note connections, contrasts and trends over time.
Interpretations of History	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Historical Enquiry	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should understand how our knowledge of the past is constructed from a range of sources.
Organisation and Communication	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	Pupils should use a wide vocabulary of everyday historical terms.	Pupils should develop the appropriate use of historical terms.

Skill progression

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Chronological Understanding</u> ☺ <i>Classroom timeline.</i> Cross-curricular links: Ordering events in chronological order such as a story in English. Refer to the classroom timeline across all subjects.	<u>As a Historian:</u> I can talk about events that happened then and now. I can understand and use vocabulary such as: first, then, next and now.	<u>As a Historian:</u> I can place events in past and now. I can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.	<u>As a Historian:</u> I can sequence up to three events or objects in chronological (time) order. I can sequence photos etc from different periods of my life. I can talk about how things have changed since my parents or grandparents were children. I can understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times.	<u>As a Historian:</u> I can place events or artefacts in order on a timeline. I can label timelines with pictures, words or phrases and give reasons for their order. I can begin to make chronological connections between my new learning and what I have learned before (Did it come before or after?). I can understand and use vocabulary such as: in order, a long time ago, recently, when	<u>As a Historian:</u> I can begin to use dates and historical terms to describe events. I can make chronological connections between my new learning and what I have learned before (Did it come before or after?). I can begin to use a timeline within a specific time in history to set out the order things might have happened. I can begin to recognise the different time periods that	<u>As a Historian:</u> I can use dates and historical terms to describe events. I can use a timeline within a specific time in history to set out the order things might have happened. I can recognise the different time periods that exist in British History. I can begin to order the different time periods that exist in British History.	<u>As a Historian:</u> I can use dates and historical terms more accurately in describing events. I can begin to place features of historical events and people from past societies and periods in a chronological framework. I can order the different time periods that exist in British History. I can understand the concept of change over time, and represent this, along with evidence, on a timeline.	<u>As a Historian:</u> I can use dates and historical terms more accurately in describing events. I can place features of historical events and people from past societies and periods in a chronological framework. I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline? I can create timelines which outline

				my parents/carers, grandparents were children, years, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, in times?	exist in British History. I can place events, artefacts and historical figures on a timeline using dates. I can begin to understand the concept of change over time. I can understand and use appropriate historical vocabulary to communicate, including: dates, time period, change, ancient.	I can understand the concept of change over time, and begin to represent this, along with evidence, on a timeline. I can understand and use appropriate historical vocabulary to communicate, including: BC, AD, dates, time period, era, change, chronology, ancient, century, decade.	I can begin to create timelines which outline the development of specific features such as medicine; weaponry; transport; etc. I can describe main changes in a period of history (using terms such as: social, religious and cultural). I can begin to explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline? I can understand and use appropriate historical vocabulary to communicate,	the development of specific features such as medicine; weaponry; transport; etc. I can identify periods of rapid change in history and contrast them with times of relatively little change. I can understand the concept of change over time, and represent this accurately, along with evidence, on a timeline. I can make connections and contrasts between different time periods studied
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							including: dates, time period, era, chronology, continuity, change, century, decade, BCE, CE.	and talk about trends over time. I can understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy, BCE, CE.
Range and Depth of Historical Knowledge. <i>Sticky knowledge</i>	<u>As a Historian:</u> I can begin I can verbally recount some simple facts from my own past. I can begin to	<u>As a Historian:</u> I can verbally recount some simple facts from a historical event with support. I can begin to	<u>As a Historian:</u> I can begin to understand what I am learning is history. I can verbally recount some interesting facts from a historical event. I can talk about some important people from the	<u>As a Historian:</u> I can understand what I am learning is history. I can begin to write from memory some interesting facts from a historical event.	<u>As a Historian:</u> I can write from memory some interesting facts from a historical event. I can begin to create my own accounts of historical	<u>As a Historian:</u> I can create my own accounts of historical people or events. I can begin to talk and write about similarities and differences	<u>As a Historian:</u> I can confidently create my own accounts of historical people or events. I can talk and write about similarities and differences between two time periods I have studied.	<u>As a Historian:</u> I can confidently create my own accounts of historical people or events. I can confidently talk and write about similarities and

	use key words relating to my own past-last year, yesterday ...	use key words relating to my topic.	past and how their actions impact us today. I can begin to tell people how I found out about people or events from the past. I can use a range of key words relating to my topic confidently.	I can talk about and begin to write about some important people from the past and how their actions impact us today. I can tell people how I found out about people or events from the past. I can begin to talk about similarities and differences between a time period and the present day. I can use a range of key words relating to my topic confidently.	people or events. I can talk about and begin to write about similarities and differences between a time period and the present day. I can begin to explain why someone in the past acted in the way they did. I can write about how people and events from the past impact us today. I can begin to understand what life was like to live in the periods of history I have studied.	between two time periods I have studied. I can begin to show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events. I can explain why someone in the past acted in the way they did. I can understand what life was like to live in the periods of history I have studied. I can begin to describe the characteristic	I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events. I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. I can confidently describe the social, cultural or religious diversity of past societies. I can suggest why certain people acted as they did in history. I can give a detailed	differences between two time periods I have studied. I can show a deeper understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events. I can confidently describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. I can suggest with evidence why certain people acted

<i>Using sources as evidence to support interpretation.</i> Cross-curricular links: Reading: guided reading work supporting a point with evidence from the text.	I can begin to talk about my own experience of past events using photographs.	I can begin to talk about past events based on my own experience.	I can begin to verbally give reasons for my opinions based on observations.	I can give written reasons for my opinions based on observations.	I can give reasons for my opinions based on observations and sources.	I can begin to use evidence from sources to support my interpretation.	I can use evidence from sources to support my interpretation. I can begin to seek out and analyse a range of evidence in order to justify claims about the past?	I can confidently use evidence from sources to support my interpretation. I can seek out and analyse a range of evidence in order to justify claims about the past?
Historical Enquiry <i>Asking questions. Understanding sources.</i> Cross-curricular links: English: asking questions. 5W's. exploring a text. Reading: guided reading work analysing texts. VIPERS. RE: inference and understanding	<u>As a Historian:</u> I can begin to ask relevant why questions when looking at the past. I can begin to answer when questions when looking at my own experience	<u>As a Historian:</u> I can begin to ask relevant why and how questions when looking at the past. I can begin to answer when questions when looking at the past.	<u>As a Historian:</u> I can ask relevant why and how questions when looking at the past. I can begin to ask questions such as: what was it like for people? What happened? How long ago? I can begin to show some understanding of how people find out about the past. I can answer how and why questions	<u>As a Historian:</u> I can answer how and why questions in relation to historical enquiry. I can understand and talk about how people find out about the past (Sources). I can show understanding of how evidence is collected and used to make historical facts.	<u>As a Historian:</u> I can begin to understand that there are two types of source: Primary and Secondary. I can begin to answer questions using a specific source such as an information book. I can ask relevant, enquiring	<u>As a Historian:</u> I can begin to understand the difference between a primary and secondary source. I can begin to suggest suitable types of sources for historical enquiry. I can begin to discuss how helpful a source is for my enquiry.	<u>As a Historian:</u> I can mostly correctly identify if a source is Primary or Secondary. I can begin to discuss the reliability of a source. I can begin to compare and contrast differences between a variety of sources and the information they provide.	<u>As a Historian:</u> I can correctly identify if a source is Primary or Secondary. I can discuss the reliability of a source based on my historical understanding. I can compare and contrast differences between a variety of sources and the

of Bible passages.	e of the past.	I can understand and use vocabulary such as: why, how, find out.	relating to historical enquiry.	I can ask questions such as: what was it like for people? What happened? How long ago?	questions when looking at a source.	I can use research skills when finding out facts about the time period I am studying.	I can use a range of sources to deduce information about the past.	information they provide.
	I can understand and use vocabulary such as: why.		I can begin to ask relevant, enquiring questions when looking at a source.	I can begin to ask relevant, enquiring questions when looking at a source.	I can begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past.	I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.	I can begin to understand that multiple sources are needed to build a clear picture of the past.	I can understand that multiple sources are needed to build a clear picture of the past.
			I can understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?	I can understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, objects, historians, investigate.	I can begin to use research skills when finding out facts about the time period I am studying.	I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.	I can discuss how helpful a source is for my enquiry.	I can select suitable sources of evidence, giving reasons for my choices.
					I can understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical,	I can begin to research what it was like for specific people e.g. children,	I can research what it was like for specific people e.g. children, during the time period I am studying.	I can identify propaganda and show my understanding of it.
							I can devise historical questions about the period I am studying.	I can devise historical questions about change, cause, similarities and differences, and significance relating to the
							I can appreciate how historical artefacts have helped us understand	

					information, research, sources, resources, artefacts, objects, historians, investigate.	during the time period I am studying. I can understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate, Primary source, Secondary source.	more about British lives in the present and past. I can select suitable sources of evidence, sometimes giving reasons for choices. I can give a reason to support an historical argument. I can identify propaganda and begin to show my understanding of it. I can understand and use vocabulary such as: opinion, historical, information, research, sources of information, resources, artefacts,	period I am studying. I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. I can give more than one reason to support an historical argument. I can make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. I can use sources of
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							objects, historians, investigate, Primary source, Secondary source, propaganda, reliable, bias.	information to form testable hypotheses about the past. I can understand and use vocabulary such as: sources of information, resources, artefacts, objects, historians, investigate, Primary source, Secondary source, propaganda, reliable, bias, enquiry, hypothesis.
Organisation and Communication <i>Presentation of work, self-led project.</i> Cross-curricular links:	<u>As a Historian:</u> I can communicate my ideas verbally.	<u>As a Historian:</u> I can communicate my ideas verbally and draw images to show	<u>As a Historian:</u> I can begin to write down my answers and questions during my enquiry. I can use simple timelines to sequence events.	<u>As a Historian:</u> I can begin to record my questions and answers about the past. I can use timelines in my work.	<u>As a Historian:</u> I can begin to use literacy, numeracy and computing skills to communicate information	<u>As a Historian:</u> I can use literacy, numeracy and computing skills to communicate information	<u>As a Historian:</u> I can begin to choose myself the best method of communicating information about the past.	<u>As a Historian:</u> I can choose myself the best method of communicating information about the past. I can plan, carry out and

Class discussions in other lessons such as RE and English. English: variety of writing genres. Computing: using ICT to present work.		comparisons.	I can use verbal discussions to communicate my ideas.		about the past. I can work independently and in groups.	about the past.		present my own investigation into a topic of my choice.
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