

## History Progression of Skills

### Year 1 and 2

End of Year Expectations							
	Chronology	Characteristic Features	Continuity and Change	Cause and Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
<b>Year 1</b>	<p>Create simple timelines to sequence processes, objects within their own experience.</p> <p>Confidently use vocabulary associated with the past eg. <b>old, new, then, now</b></p>	<p>Recognises that buildings, clothing, transport or technology could be different in the past.</p> <p>Shows awareness of significant features not seen today.</p>	<p>Can match old objects to people or situations from the past.</p> <p>Can describe how some aspects of life today differ from the past using simple historical vocabulary</p>	<p>Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</p>	<p>Can recognise and describe special times or events for family or friends</p>	<p>Can identify and talk about different accounts of real historical situations.</p>	<p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.</p>
<b>Year 2</b>	<p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time eg. <b>before, after, at the same time</b></p>	<p>Recognises and describes, in simple terms, some characteristic features of a person or period studied.</p> <p>Increasingly uses period specific language in explanations</p>	<p>Can talk about similarities and differences not just between <b>then</b> and <b>now</b> but between <b>then</b> and <b>another then</b>.</p>	<p>Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.</p>	<p>Can recognise and talk about who was important eg. in a simple historical account.</p>	<p>Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).</p>	<p>Can gather information from simple sources to ask and answer questions about the past.</p> <p>Can explain events and actions rather than just retell the story.</p>

**History Progression of Skills  
Year 3 and 4**

**End of Year Expectations**

	<b>Chronology</b>	<b>Characteristic Features</b>	<b>Continuity and Change</b>	<b>Cause and Consequence</b>	<b>Historical Significance</b>	<b>Historical Interpretation</b>	<b>Historical Enquiry</b>
<b>Year 3</b>	Uses and understands phrases such as: <b>'over three hundred years ago'</b> and <b>AD/BC</b> or <b>BCE/CE</b>	Can describe main features with the period/civilization studied, mostly using period specific language.	Can describe some changes in history over a period of time and identify some things which have stayed the same.	Can describe the causes and/or consequences of an important historical event offering more than one example of its results	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time)	Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.	Can describe in simple terms how sources reveal important information about the past.  Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.
<b>Year 4</b>	Begin to understand historical periods overlap each other and vary in length.  Uses more precise chronological vocabulary.	Can give simple explanations that not everyone in the past lived in the same way.  Consistently uses period specific language in explanations.	Can describe and give some examples of a range of changes at particular points in history while some things remained the same.  Can explain why changes in different places might be connected in some way.	Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.	Can identify significance reveals something about history or contemporary life.	Can describe how different interpretations arise.  Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.	Can describe and question the origins and purposes of sources using knowledge of periods and civilizations.  Ask perceptive questions.  Knows how to find, select and utilise suitable information and sources to formulate and investigate hypotheses.

**History Progression of Skills  
Year 5 and 6**

**End of Year Expectations**

	<b>Chronology</b>	<b>Characteristic Features</b>	<b>Continuity and Change</b>	<b>Cause and Consequence</b>	<b>Historical Significance</b>	<b>Historical Interpretation</b>	<b>Historical Enquiry</b>
<b>Year 5</b>	Understand that past civilizations overlap with others in different parts of the world, and that their respective durations vary.	Understand that some past civilizations in different parts of the world have some important similarities.  Can identify and make links between significant characteristics of a period/civilization studied and others studied previously.	Can give simple explanations of a range of changes at particular points in history while some things remained the same.  Can explain why changes in different places might be connected in some way.	Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.  Can link causes or explain that one cause might be linked to another making an event much more likely to happen.	Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative	Understands that different accounts of the past emerge for various reasons - different people might give a different emphasis.  Understands that some interpretations are more reliable than others.	Can explain with examples why a source might be unreliable.  Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.
<b>Year 6</b>	Can accurately place civilizations/periods studied in chronological order and may take account of some overlap and intervals between them.	Can contrast and make some significant links between civilizations/periods studied.  Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied.	Understands that changes in different places and periods can be connected.  Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.	Can explain the causes <b>and</b> consequences of quite complex events, even though they might still link some in a simple way.	Can make judgements about historical significance against criteria.  Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance.	Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.  Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.	Can construct reasoned arguments about aspects of events, periods and civilizations studied.  Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering <b>why</b> different sources may give conflicting information and offering reasons for this.