

History Progression of Skills

Skills								
Knowledge and understanding of events, people and changes in the past	Talks about past and present events in their own life and in the lives of family members	Talk about the lives of the people around them and their roles in society	Recall some facts about people/events before living memory Say why people may have acted the way they did	Use information to describe the past.	Use evidence to describe the culture and leisure activities from the past.	Use evidence to describe what was important to people from the past.	Choose reliable sources of information to find out about the past.	Choose reliable sources of information to find out about the past.
		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Consider one reason why an event or person might be significant.	Describe the differences between two periods of time.	Describe the differences between then and now.	Use evidence to describe the clothes, way of life and actions of people in the past.	Give own reasons why changes may have occurred, backed up by evidence.	Give reasons why changes may have occurred, backed up by evidence.
	Understand the past through settings, characters and events encountered in books read in class and storytelling;		Describe the differences between two periods of time.	Look at evidence to give and explain reasons why people in the past may have acted in the way they did.	Use evidence to show how the lives of rich and poor people from the past differed.	Describe similarities and differences between people, events and artefacts studied.	Describe similarities and differences between some people, events and artefacts studied	Describe similarities and differences between some people, events and artefacts studied.
				Recount the main events from a significant event in history.	Use evidence to describe the buildings and their uses of people from the past	Describe how some of the things I have studied from the past affect/influence life today.	Describe how historical events studied affect/influence life today.	Describe how some of the things studied from the past affect/influence life today.
						Describe how some of the things I have studied from the past affect/influence life today.	Describe how historical events studied affect/influence life today.	Describe how some of the things studied from the past affect/influence life today.
						Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

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Sequencing the Past	Use a number of everyday time terms.	Use a number of everyday time terms.	Understand securely and use a wider range of time terms.	Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.	Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.	Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.	Sequence, with some independence, many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.	Sequence, with independence, the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and term
Historical Enquiry	Begins to ask questions about the past. This may be within or beyond living memory but may be limited to the immediate past.	Begin to ask questions about the past, both within and beyond their living memory.	<p>Look at objects from the past and ask questions.</p> <p>Identify different ways in which the past is represented.</p> <p>Explore events, look at pictures and ask questions.</p>	<p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p> <p>Answer questions using historical terminology</p>	<p>Ask questions and find answers about the past.</p> <p>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 as evidence about the past.</p>	<p>Ask historically valid questions and find valid answers about the past.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>	<p>Investigate own lines of enquiry by posing questions to answer.</p> <p>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>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>	<p>Investigate own lines of enquiry by posing questions to answer</p> <p>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>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Suggest areas for improvement and development.</p>