

2.

Historical progression of skills



Key Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Order artefacts and pictures from different time periods	Sequence a set of events in chronological order and give reasons for their order.	Use a timeline (BC, AD) to show the order things have happened	Describe events using key dates when things happened.	Independently place historical events or change on a timeline, remembering key facts from a period of history studied	Create a timeline from dates, details, eras showing knowledge of how to check for accuracy
Historical significance	Find out more about a famous person from the past	Recount main events from a significant point in history	Explain how a significant figure influenced change	Explain how significant figures and events contributed to national achievements and change	Describe how a significant individual or movement has influenced the UK and wider world.	Describe how their own lives has been influenced by a significant individual or movement
Historical concepts	Compare own life with the past	Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result	Describe some of the main changes to Britain resulting from an event and discuss whether it had a positive or negative impact	Explain the impact of a significant historical figure on life. Explain that an event can have more than one cause	Link events from periods studied to changes of development in contemporary societies Explain why people acted the way they did	Provide reasons and outcomes of the main events and changes in historical periods, describing the negative and positive impacts on contemporary societies
Vocabulary	Use simple vocabulary to describe passing of time (now, then, long ago, before, after)	Use further terms associated with the past (e.g. recently, before, past, present, year)	Use appropriate historical vocabulary to describe key features of a time period	Begin to use terms ancient, century and abstract terms (empire, civilisation, parliament etc)	Makes appropriate use of historical terms in discussion and understand concepts	Describes main developments during and between periods in history using words such as: social, religious, political, technological and cultural
Historical enquiry	Use simple source material to ask and answer questions	Answer and ask simple questions about the past from a range of sources of information (eg. pictures, stories and exploring objects)	Uses various sources to ask and answer questions and collect information about the past	Understand the difference between primary and secondary sources of evidence	Use a variety of sources with the ability to recognise the most reliable Realise that there is often not a single answer to historical questions	Use and evaluate different source acknowledging different points of views and forming own opinions