

Bledlow Ridge Progression of Skills in History September 2021

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology, knowledge and understanding of history	I can make some comments about things from the past. E.g. features, events, people and themes.	I can describe some features, events, people and themes from the past.	When I talk or write about features, events, people and themes from the past, I can include some details. I can describe Describes memories of key events in lives	When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied.	When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels.	When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale).	When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.
Timeline	I can sequence a few events or related objects. I can describe main story settings, events and principal characters I can talk about past and present events in their own lives and/or in lives of family members	I can sequence a few events, objects or pieces of information on a timeline . I can remember parts of stories I can talk about memories about the past	I can place events, objects, themes and people from my history topic on a timeline . I can sequence artefacts that are closer together in order – beginning to check with references book/IT	I can place a number of events, objects, themes and people from topics I have studied on a timeline I understand how to read/use a timeline and that it can be divided into BC and AD I can begin to use dates and terms related to the unit and passing of time	I can place historical periods I have studied as well as information about my topic on a timeline . I understands the terms BC and AD incl' more complex terms e.g. BCE/AD (Before Common Era/ Anno Domini) I can begin to date events	I can use a timeline to sequence local, national and international events as well as historical periods.	I can sequence events on a timeline , using key periods as reference points: e.g. BCE/AD, Romans, Anglo-Saxons, Mayan Civilisation I can uses timelines to demonstrate changes and development in culture from around the world I can describes main changes in a period of history e.g. social, religious, political, technological and cultural
Vocabulary	I can use a number of time terms, such as; now, then, day, week, month, year, yesterday, past, old, new.	I can use a wider range of "time" terms including: recently, before, after, now, later. I can use past and present when describing events	I can use additional words and phrases such as before, now, after, later I can use some "historical period" terms. I can also use; century, decade, BC (BCE) and AD (CE).	I can use some dates and historical period terms. I can use additional words and phrases such as century, decade	I use dates and historical period terms accurately. I can begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy)	I can use historical periods as reference points e.g. (industrial revolution) I can make appropriate use of historical terms and understand concepts (e.g. local, regional, national, international)	I can use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and socially)

Continuity and change (during and between periods)		I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations and changes within and between different periods and societies.	I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.
Similarity and differences (diversity within a period)		I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about.	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.	I can describe similarities and differences in society, culture and religion in Britain at local and national levels.	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past Societies.
Cause and consequence		I can make some comments about why people did things, why events happened and what happened as a result of these.	I can pick out some reasons for and results of people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and results of historical events, situations and changes.
Significance			I can point out which people were historically important.	I can suggest which people were historically important.	I can suggest which people and causes and consequences of change are more important	I can explain which causes and consequences are the most significant.	I can explain the significance of different causes and consequences.
Using & understanding sources of evidence and	I can pick out information about the past from sources like pictures, objects and stories. Develop an understanding of growth, deterioration and changes over time	I can use information from more than one source in and for my answers. I can talk about some of the different ways that the past is recorded or represented. I can name some which tell us about the past.	I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences. I can say which sources (from a selection) are likely to be the most useful for a task.	I can comment on the usefulness and accuracy of different sources of evidence. I can look at different representations of the studied period – cartoon, museum, photo and compare I can identify primary and secondary sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past I can begin to evaluate the usefulness of different sources	I take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.	Understand that the past has been represented in different ways, for different reasons and shows awareness that different evidence will lead to different conclusions

			<p>I can begin to discuss reliability of photos/stories/accounts</p> <p>I can identify different ways to represent the past</p>				
Understanding historical interpretation				<p>I can compare two versions of a past event and identifies differences in the accounts</p> <p>I can begin to identify and give reasons for different ways in which the past is represented</p>	<p>I compare sources of evidence to help me identify reliable information.</p> <p>I can begin to give reasons/explanations as to why there may be different accounts of history</p>	<p>I can explain my evaluation of particular pieces of information and particular sources.</p> <p>I can offer reasoning/explanations for different versions of events</p> <p>I can understand that people (now and in the past) can represent events or ideas in order to persuade others</p>	<p>I can discuss how and why different arguments and interpretations of the past have been constructed</p> <p>I can link sources and work out conclusions on how they were arrived at</p> <p>I can considers ways of checking the accuracy of interpretations</p> <p>I can suggest accurate and plausible reasons for how/why aspects have been represented in different ways</p>
Communicating ideas in history	I can show my ideas through talk, drawing, making models and emerging writing.	I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.	I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills.	In my written work, I try to: organise my answers well; state my conclusions; give reasons for my ideas; use some dates and historical terms.	My written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. I make good use of dates and historical terms.	I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.	<p>I can explain own knowledge and understanding: I can presents structured and organised findings about the past</p> <p>I can use dates and terms accurately</p>

							<p>I can choose the most appropriate way to present information to a specific audience</p> <p>I can recall, select and organise historical information appropriately</p>
<p>Historical Enquiry</p> <p>NC 2014 aims:</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Be curious about people and show interest in stories</p> <p>*Answer 'how' and 'why' questions...in response to stories or events</p>	<p>Asks questions related to objects and historical sources</p> <p>* Finds answers to simple questions about the past using information sources e.g. pictures, stories</p>	<p>Uses a source-observe or handle, to answer simple questions about the past</p> <p>* Uses a source to ask questions e.g. why, what, who, how, where?</p> <p>* Begins to assess the effectiveness of sources</p>	<p>Uses a range of sources, observing small details e.g. internet, library, artefacts and visits to collect information about the past</p> <p>* Asks and answers questions such as: How did people...? What did people do for...?</p> <p>* Suggests sources of evidence to use to help to answer questions.</p> <p>* Select and record information relevant to the study</p>	<p>Begins to use evidence to build up a picture of a past event</p> <p>* Asks and answers questions such as: What was it like for a.. during?</p> <p>* Uses and suggests sources of evidence to build up a picture of a past event to help answer a variety of questions e.g. library and internet</p> <p>* Choose relevant material to present a picture of one aspect of life within the study</p>	<p>Begins to understand the difference between primary and secondary sources of evidence</p> <p>* Uses evidence to build up a picture of a past event</p> <p>* Uses relevant sections of sources to find information</p> <p>* Uses the library and internet for research with increasing confidence.</p>	<p>Recognises primary and secondary sources</p> <p>* Uses a range of sources to find out about an aspect of time – evaluating the usefulness and accuracy of evidence</p> <p>* Selects the most appropriate sources of evidence for a particular task</p> <p>* Begins to form own opinions, referring to knowledge gathered from several sources together in a fluent account</p>