

History Skills Progression

History	Skill	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Chronological awareness					
Chronological awareness	H1	I can sequence three of four events in my own life (e.g. birthday, starting school).	I can understand generation in a family context.		
	H2	I can sequence three or four artefacts/photographs from different periods of time.	I can sequence six artefacts on a timeline. I can sequence six photographs, focusing on the intervals between events.	I can sequence eight to ten artefacts, historical pictures, or events.	I can sequence ten events on a timeline.
	H3	I can match objects to people from different time periods.	I can understand where people/events studied fit into a chronological framework.	I can understand that history is divided into periods of history e.g., ancient times, Middle Ages and modern. I can use dates to work out the interval between periods of time and the duration of historical events or periods.	I can use relevant dates and relevant terms for the period and period labels.
	H4	I can place events on a simple timeline. I can record on a timeline a sequence of historical stories heard orally.	I can place events on a timeline, building on times studied in Year 1. I can begin to recognise how long each event lasted.	I can make a simple individual timeline. I can place the time studied on a timeline. I can sequence events on a timeline, referring to times studied in KS1 to see where these fit in.	I can sequence events on a timeline, comparing where it fits in with times studied in previous year groups. I can place the time, period of history and context on a timeline.
	H5	I can use common words and phrases for the passing of time (e.g. now, long ago, then, before, after).		I can use BC/AD/Century. I can use dates and terms related to the unit and passing of time e.g., millennium, continuity and ancient.	I can understand the term 'century' and how dating centuries works.
	H6			I can begin to develop a chronologically secure understanding of local, British and world history across the periods studied.	I can develop a chronologically secure understanding of British, local and world history across the periods studied.
	H7			I can notice connections over a period of time.	I can compare and make connections between different contexts in the past.

Disciplinary concepts

Change and continuity	H8	I can begin to look for similarities and differences over time in my own life.	I can identify similarities and differences between ways of life at different times.	I can identify reasons for change and reasons for continuities.	I can identify reasons for changes and continuity.
	H9			I can describe the changes and continuity between different periods of history.	I can make and describe links between events and changes within and across different time periods/societies.
	H10	I can describe simple changes and ideas/objects that remain the same.		I can identify what a situation was like before the change occurred.	I can explain the reasons for changes and continuity using the vocabulary and terms of the period as well.
	H11	I can understand that some things change while other things remain the same and some are new.	I can identify simple reasons for changes.	I can compare different periods of history and identify changes and continuity.	I can analyse and present the reasons for change and continuity.
	H12			I can identify links between different societies.	I can describe links between different societies.
Cause and consequence	H13	I can ask why things happen and begin to explain with support.	I can ask questions about why people did things, why events happened and what happened as a result.	I can identify the consequences of events and the actions of people.	I can give reasons for historical events, the results of historical events, situations and changes.
	H14		I can recognise why people did things, why events happened and what happened as a result.	I can identify reasons for historical events, situations and changes.	I can start to analyse and explain the reasons for, and results of historical events, situations and changes.
Similarities and differences	H15	I can show awareness that some things have change and some things have stayed the same in my own life.	I can understand that some things have changed/stayed the same as the past.	I can identify similarities and differences between periods of history.	I can describe change throughout time.
	H16		I can find out about people, events and beliefs in society.	I can identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	I can describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
	H17		I can make comparisons with my own life.	I can explain similarities and differences between daily lives of people in the past and today.	
Historical significance	H18	I can recall special events in my own life.	I can discuss who was important in a historical event.	I can recall some important people and events.	I can identify significant people and events across different time periods.
	H19			I can identify who is important in historical sources and accounts.	I can compare significant people and events across different time periods.

Sources of evidence	H20	I can use artefacts, photographs and visits to museums to answer simple questions about the past.	I can use artefacts, photographs and visits to museums to ask and answer questions about the past.	I can use a range of sources to find out about a period.	I can explain the significance of events, people and developments. I can recognise primary and secondary sources.
	H21	I can find answers to simple questions about the past using sources (e.g. artefacts).	I can make simple observations about a source or artefact.	I can use evidence to build up a picture of a past events.	I can use a range of sources to find out about a particular aspect of the past.
	H22	I can sort artefacts from then and now.	I can use sources to show an understanding of historical concepts.		
	H23			I can observe small details when using artefacts and pictures.	I can identify bias in a source and identify the value of the sources to historical enquiry and the limitations of sources.
Historical interpretations	H24	I can begin to identify different ways to represent the past (e.g. photos, stories).	I can recognise different ways in which the past is represented (including eye-witness accounts).	I can identify and give reasons different ways in which the past is represented.	I can compare accounts of events from different sources. I can suggest explanations for different versions of events.
	H25	I can develop my own interpretations from historical artefacts.	I can develop my own interpretations from photographs and written sources.	I can evaluate the usefulness of different sources.	I can evaluate the interpretations made by historians. I can develop strategies for checking the accuracy of evidence.
	H26		I can compare pictures or photographs and written sources.	I can identify the differences between different sources and give reasons for the ways in which the past is represented. I can explore different representations from the period.	
	H27				I can identify how conclusions have been arrived at by linking sources. I can understand that different evidence creates different conclusions.
Historical enquiry					

Posing historical questions	H28	I can ask how and why questions based on stories, events and people.	I can ask a range of questions about stories, events and people. I can understand the importance of historically valid questions.	I can understand how historical enquiry questions are structured. I can create historically valid questions across a range of time periods, cultures and groups of people.	I can ask questions about the interpretations, viewpoints and perspectives held by others. I can ask historical questions of increasing difficulty e.g. who governed, how and with what results?
	H29	I can ask questions about sources of evidence (e.g., artefacts).	I can evaluate how reliable a source is.	I can ask questions about the bias of historical evidence.	
	H30			I can create questions for different types of historical enquiry.	I can plan a historical enquiry. I can create a hypothesis to base an enquiry on. I can suggest the evidence and methods to use to carry out research.
Gathering, organising and evaluating evidence	H31	I can use sources of information, such as artefacts, to answer questions.	I can understand how we can use both books and sources to find out about the past.	I can use a range of sources to construct knowledge of the past.	I can use different sources to make and substantiate historical claims.
	H32	I can draw out information from sources.	I can use a source to answer questions about the past.	I can compare and contrast different historical sources.	I can develop an awareness of the variety of historical evidence in different periods of time.
	H33	I can make simple observations about the past from a source.	I can select information from a source to answer a question.	I can extract the appropriate information from a historical source. I can select and record relevant information from a range of sources to answer a question.	I can distinguish between fact and opinion. I can recognise 'gaps' in evidence.
	H34		I can evaluate the usefulness of sources to a historical enquiry.	I can identify the bias of a source.	I can identify how sources with different perspectives can be used in a historical enquiry.
	H35		I can identify a primary source.	I can identify primary and secondary sources.	I can consider a range of factors when discussing the reliability of sources e.g., audience, creators of the source etc.

				I can define the terms 'source' and 'evidence'.	
	H36				I can use a range of different historical evidence to dispute the ideas, claims or perspectives of others.
Interpreting findings, analysing and making connections	H37	I can interpret evidence by making simple deductions.	I can make links and connections across a unit of study.	I can make links and connections across a period of time, culture or groups.	I can make connections, draw contrasts and analyse within a period and across time. I can interpret evidence in different ways using evidence to substantiate statements.
	H38	I can make simple inferences and deductions from sources of evidence.	I can select and use sections of sources to illustrate and support answers.	I can understand that there are different ways to interpret evidence. I can interpret evidence in different ways.	I can make increasingly complex interpretations using more than one source of evidence, I can challenge existing interpretations of the past using interpretations of evidence.
	H39	I can describe the main features of concrete evidence of the past or historical evidence (e.g., pictures, artefacts and buildings).		I can understand and make deductions from documentary as well as concrete evidence e.g. pictures and artefacts	I can begin to interpret simple statistical sources.
Evaluating and drawing conclusions	H40	I can draw simple conclusions to answer a question.	I can make simple conclusions about a question using evidence to support.	I can understand that there may be multiple conclusions to a historical enquiry question. I can reach conclusions that are substantiated by historical evidence.	I can reach conclusions which are increasingly complex and substantiated by a range of sources.
Communicating findings	H41	I can communicate findings through discussion and timelines with physical objects/pictures.	I can communicate answers to questions in a variety of ways, including discussion, drama and writing, using relevant vocabulary.	I can communicate knowledge and understanding through discussion, debates, drama, art and writing.	I can communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
	H42	I can and write about past events or stories in narrative or dramatic forms.	I can describe past events and people by drawing and writing.	I can create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatize, write or retell the story.	I can use historical evidence to create an imaginative reconstruction exploring the feelings of the people from the time.
	H43	I can express a personal response to a historical story or event (e.g., saying, writing or drawing what they think it felt like in response to a historical story or event).	I can express a personal response to a historical story or event through discussion, drawing and writing.		

	H44	I can use vocabulary such as old, new, long time ago.			I can construct structured and organised accounts using historical terms.
	H45			I can construct answers using evidence to substantiate findings.	I can construct explanations for past events using cause and effect.
	H46			I can identify weaknesses in historical accounts and arguments.	I can use evidence to support and illustrate claims.