

Progression of Skills – Year 1 - 6

	Chronology	Characteristic Features	Continuity & Change	Cause & Consequence	Historical Significance	Historical Interpretation	Historical Enquiry
Yr R	<i>See separate document for Year R Skills</i>						
Yr 1	<p>Creates simple timelines to sequence processes, events, objects within their own experience.</p> <p>Confidently use vocabulary associated with the past e.g. <i>old and new, then and now</i></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>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 and 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>
Yr 2	<p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time e.g. <i>before, after, at the same time etc.</i></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 <i>then</i> and <i>now</i> but between <i>then</i> and <i>another then</i>.</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 e.g. in simple historical account.</p>	<p>Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive 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 re-tell the story.</p>
Yr 3	<p>Uses and understands phrases such as '<i>over three hundred years ago</i>'</p>	<p>Can describe main features associated with the period/civilisation studied, mostly</p>	<p>Can describe some changes in history over a period of time and identify some</p>	<p>Can describe the causes and/or consequences of an important historical event offering more</p>	<p>Understands that events, people and developments are considered significant if they</p>	<p>Can recognise difference between versions of the same event and can give a simple explanation</p>	<p>Can describe in simple terms how sources reveal important</p>

	<i>and AD/BC or BCE/CE.</i>	using period specific language.	things which stayed the same.	than one example of its results.	resulted in change (had consequences for people at the time and/or over time).	of why we might have more than one version.	information about the past. Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.
Yr 4	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 continually being revised; if we find new evidence we have to re-write the past.	Can describe and question the origins of 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 hypothesis.
Yr 5	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/civilizations	Can give explanations with simple examples of why change happened during particular events/periods. Understands that there are usually a combination of reasons for any change.	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	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 different emphasis. Understand 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.

		studied and others studied previously.	Understands that changes do not impact everyone in the same way or at the same time.	much more likely to happen.			
Yr 6	Can accurately place civilizations/periods studied, in chronological order, and may take account of some overlap in duration 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.	Understand 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 and 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 interpretations of those ascribing that significance (provenance).	Understands that all history is to some extent a construct (interpretations) and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of a range of evidence used to support them due to the aims of the creator of the interpretation (provenance).	Can construct reasoned arguments about events, periods or civilizations studied. Can question source reliability with reference to the period or civilization and/or provenance of a source, considering why different sources may give conflicting information and offering reasons for this.

Chronology – developing an understanding of chronology of the people, events, periods or civilizations studied.

Characteristic features – can identify characteristics features of events, people, periods or civilizations studied.

Continuity and Change – develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.

Cause and Consequence – develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.

Historical Significance – develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).

Historical Interpretation – building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct.

Historical Enquiry – the development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies.