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**National Curriculum Subject: History**

**Skills Progression**

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| **Purpose of Study**  A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. | | | |
|  | **Aims** | | |
|  | **Chronological understanding** | **Using sources, interpreting and reflecting** | **Making Links** |
|  | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. | 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. | Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.  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. |
| **EYFS**  **30-50** | I can re-tell a simple past event in correct order.  I can use a range of tenses.  I can recognise and describe special times or events. | I can show interest in the lives of people who are familiar to me.  I can recall and relive past experiences.  I can remember and talk about significant events in my own experience. |  |
| **EYFS**  **40-60** |  | I can enjoy joining in with family customs and routines. | I can look closely at similarities, differences, patterns and change. |
| **EYFS**  **ELG** | I can develop an understanding of growth and changes over time. |  | I can talk about past and present events in my own life and in the lives of family members. |
| **1** | I can put a few events or objects in order of when they happened.  I can sort artefacts into 2 categories (then and now).  I know the difference between past and present.  I know basic facts about historical people and events.  I know words and phrases to talk about the passing of time. | I can find answers to simple questions about the past using books and images.  I can ask questions about old and new.  I can use a range of sources to handle, observe, question and sketch. | I know changes that have happened in my lifetime.  I know significant historical detail (events, people) linked to Bristol.  I know some key facts about the lives of significant individuals who have contributed to national and international achievements (Brunel and Samuel Pepys). |
| **2** | I can sequence and order events within a limited timeline.  I can recount changes in my own life over time.  I can order historical people, dates and events.  I can use comparative language.  I know and understand what chronology means.  I know some facts about historical people and events.  I know words and phrases to talk about the passing of time. | I can find answers to simple and some more complicated questions about the past using books and images.  I can ask questions about old and new, what objects were used for and what people were doing.  I can answer my own questions with support.  I can ask why, what, who, how and where questions.  I can compare pictures/photographs of people or events in the past.  I know why eye-witness accounts of famous people may vary. | I know about events beyond living memory that are significant nationally (Great Fire of London)  I can explain the reasons why people in the past acted as they did.  I can use drama to explore why people did things in the past.  I know facts about the lives of significant individuals who have contributed to national and international achievements (Brunel and Samuel Pepys). |
| **3** | I can sequence events and objects on a broader time line.  I can use dates and terms related to what I am learning about.  I know that my life is different from the lives of people in the past.  I know that many major historical events happened before I was born.  I know words and phrases to describe the passing of time (century) | I can see or handle a range of sources of information (images, books, internet and first-hand experience) to answer questions about the past based on simple observations.  I can begin to identify some of the different ways in which the past is represented.  I can ask questions about what happened in the past, how long ago did it happen and what was it like for people.  I can estimate the age of people by studying and describing their features.  I can use sources to answer my own questions.  I can use evidence to describe houses, settlements, culture, leisure activities, clothes, way of life and buildings from the past (E.g. Greeks, Romans, Stone/Iron Age)  I can use evidence to find out how they may have changed during that time period.  I know different sources of information available to me to answer a question.  I know why some changes may have occurred. | I can explain the reasons why people in the past acted as they did.  I can describe how some of the things I have studied from the past effect life today.  With help, I can present my findings in appropriate ways.  I know facts about the lives of significant individuals who have contributed to national and international achievements.  I know that events from the past have a direct impact on our lives today. |
| **4** | I can sequence events chronologically using a time line.  I can begin to date events.  I know key dates of significant events that I have studied.  I know that the past can be divided into different periods (eras) of time.  I know that a timeline can be divided into AD and BC and use centuries to divide time periods.  I know facts about the main events and key historical figures.  I know historical terms such as monarch, settlement, Tudor, Victorian times etc. | I can recognise some similarities and differences between periods.  I can use sources of information, including artefacts, music and personal accounts, in ways that go beyond simple observations to answer questions.  I can identify some of the ways in which the past is represented.  I ask what it was like for different ages, social backgrounds and sexes during a specific time period.  I can select sources of information to help with my enquiry.  With help, I can choose reliable sources of factual evidence to describe houses, settlements, culture, leisure activities, clothes, way of life and buildings from the past (E.g. Greeks, Romans, Stone/Iron Age).  I know which sources, from a range, will help me answer a question.  I know which sources would be available for different time periods and the effect of technological advances.  I know how the lives of rich and poor people differed in the past. | I can begin to give reasons for and results of main events and changes.  I can compare and contrast two accounts of the same event.  I can give reasons why there may be differences between two account of the same event.  I can choose appropriate ways to present my findings.  I know that people both now and in the past represent ideas or events in a way that persuades others. |
| **5** | I can identify some changes within and across different periods.  I can describe the passing of time using key vocabulary to convey my understanding of the past.  I know and can sequence key events of period studied.  I know some of the main events, people and changes throughout history.  I know and can describe characteristic features of past societies and periods of time using appropriate language.  I know the dates of key events both in this country and abroad.  I know vocabulary such as era, period, century, decade, BC, AD, after, before, during. | I can begin to select and combine information from a range of sources.  I can use pictures, artefacts and writing to help me draw conclusions and form my own opinion.  I can discuss the motivations behind the creation of different historical sources (propaganda, opinion) E.g. Victorians.  I can make judgements about the reliability of sources.  I can evaluate the usefulness of different sources.  I can identify primary and secondary sources.  I can use evidence to build up a picture of life in a particular time in history.  I know that the past can be represented and interpreted in different ways.  I know there are different accounts of historical events and why.  I know that some sources may be biased and why.  I know and understand that it is important to know that some evidence from the past is propaganda, opinion or misinformation. | I can begin to use my knowledge of past societies and periods to begin to make some links between them.  I can begin to give reasons for and results of main events and changes.  I can use appropriate vocabulary to describe changes.  I can record and communicate knowledge in different forms.  I can give historical opinions with reasons and accept other opinions that differ to my own.  I know vocabulary such as social, religious, political, technological and cultural.  I know that there are connections between periods of time. |
| **6** | I can identify changes within and across different periods and say how they might affect history in the future.  I can describe the effect of some of the main events, people and changes throughout history.  I can place current studies on a time line in relation to other studies.  I know key periods in history and when they occurred in relation to each other.  I know vocabulary such as era, period, century, decade, BC, AD, after, before, during. | I can independently select information from a range of sources, including ICT, to research a specific historical aspect.  I can use a range of sources to help me reasons, draw conclusions and form my own opinion.  I can compare and contrast characteristic features of past societies and periods of time using appropriate language.  I can evaluate evidence, which helps me choose the most reliable forms.  I can choose reliable sources of information to help me answer questions.  I can confidently use the internet and the library for research.  I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion, bias and perspective.  I can choose reliable sources of factual evidence to describe houses, settlements, culture, leisure activities, clothes, way of life and buildings from the past (E.g. Greeks, Romans, Stone/Iron Age).  I know there are different account of history and some reasons for this.  I know there may be more than one answer to a historical question.  I know where to find information about historical events and people. | I can use my knowledge of past societies and periods to begin to make links between them.  I can write an explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.  I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.  I know vocabulary such as social, religious, political, technological and cultural.  I know abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. |