



History – Progression map of skills

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past	Recount changes in own life over time Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.	Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Uses words and phrases: century, decade, BC, AD, after, before, during. Names and places dates of significant events from past on a timeline.	Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.	Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period
Knowledge and understanding of past events, people and changes in the past	Tell the difference between past and present in own and other people's lives	Uses information to describe differences between then and now. Recounts main events from a significant event in history. Uses evidence to explain reasons why people in past acted as they did.	Uses evidence to find out about change during a time period. Describes similarities and differences between people, events and objects.	Shows knowledge and understanding by describing features of past societies and periods. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Can discuss the impact and causes of historical change in Britain.	Can discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. Gives own reasons why changes may have occurred, backed up with evidence. Describes similarities and differences between some people, events and objects studied. Describes how some

				of the past events/people affect life today.		changes affect life today.
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Historical interpretation	Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.	Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Historical enquiry	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions.	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?'	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.

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Organisation and communication	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	Describes objects, people and events. Writes simple stories and recounts about the past.	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience.	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.