

Shurdington C of E Primary School

Progression of Skills and Knowledge in History

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<i>Chronological understanding</i>	Can I talk about the past and present in my own life and in the lives of family members? Can I understand the past through a series of events in stories?	The pupil can briefly describe features of particular themes, events and people from family, local, national and global history. Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').	The pupil can briefly describe features of particular themes, events and people from family, local, national and global history. Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').	Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. Can sequence a number of the most significant events, objects, themes, societies, periods and people in KS1 and some of LKS2 topics using some dates, period labels and terms	Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. Can sequence a number of the most significant events, objects, themes, societies, periods and people in KS1 and LK2 topics using some dates, period labels and terms	Can provide overviews of the most significant features of different themes, individuals, societies and events covered Can sequence with independence the key events, objects, themes, societies and people in KS1, LKS2 and some of the UKS2 topics covered using dates, period labels and terms	Can provide overviews of the most significant features of different themes, individuals, societies and events covered Can sequence with independence the key events, objects, themes, societies and people in KS1, LKS2 and UKS2 topics covered using dates, period labels and terms
<i>Continuity & Change: Similarity & Difference</i>	Can I make observations of plants and animals and explain why some things occur and talk about changes? Can I recognise some similarities and differences between toys now and in the past?	Can identify independently a range of similarities, differences and changes within a specific time period.	Can identify independently a range of similarities, differences and changes within a specific time period.	Can make valid statements about the main similarities, differences and changes occurring within topics	Can make valid statements about the main similarities, differences and changes occurring within topics	Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change.	Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change.

<i>Cause and Consequence</i>		Can identify a few relevant causes and effects for some of the main events covered	Can identify a few relevant causes and effects for some of the main events covered	Can comment on the importance of causes and effects for some of the key events and developments within topics.	Can comment on the importance of causes and effects for some of the key events and developments within topics.	Can explain the role and significance of different causes and effects of a range of events and developments.	Can explain the role and significance of different causes and effects of a range of events and developments.
<i>Significance and Interpretations</i>		Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects	Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects	Can explain why some aspects of historical accounts, themes or periods are significant	The pupil can comment on a range of possible reasons for differences in a number of accounts	Can explain how and why it is possible to have different interpretations of the same event or person.	Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance Can explain how and why it is possible to have different interpretations of the same event or person.
<i>Historical Enquiry</i>	Can I answer how any why questions about experiences and in response to stories and events?	Can plan questions and produce answers to a few historical enquiries using historical terminology	Can plan questions and produce answers to a few historical enquiries using historical terminology	Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement	Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement
<i>Sources</i>		Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions	Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions	The pupil can recognise possible uses of a range of sources for answering historical enquiries.	The pupil can recognise possible uses of a range of sources for answering historical enquiries.	Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries	Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries