History Skills Progression Key Stage 1 C1

	Reception	Year 1 -Changes in living memory linking to aspects of change in national life -Lives of significant individuals -Significant historical events, people and places in their locality	Year 2 -Events beyond living memory significant nationally or globally. -Lives if significant individuals ± Columbus/Armstrong	End of Key Stage Expectations
	Can I talk about past and present events in my own life and in the lives of family members? (ELG) Can I identify some similarities and differences between things in the past and now, based on what has been read in class (ELG) Can I begin to describe a sequence of events, using words such as 'first, 'then' Yellow- Great Fire Of London Green- Transport	Can I put up to three objects in chronological order (recent history)? Can I use words and phrases like: old, new and a long time ago? Can I tell others about things that happened when I was little? Can I recognise that a story that is read to me may have happened a long time ago? Can I understand that some objects belonged to the past? Can I retell a familiar story set in the past? Can I explain how I have changed since I was born? Can I put up 5 objects in chronological order (recent history)? Can I use phrases like very old, when mummy and daddy were little etc? Can I use words like before and after correctly?	Can I use words and phrases like: before I was born, when I was younger? Can I use phrases and words like: before, after, past, present, then and now in my historical learning? Can I use the words past and present correctly? Can I use a range of appropriate words and phrases to describe the past? Can I sequence a set of events in chronological order and give reasons for their order? Can I sequence a set of objects in chronological order and give reasons for their order? Can I sequence events about my own life? Can I sequence events about the life of a famous person? Can I work out how long ago an event happened?	**Pupils should be taught about**: changes within living memory where appropriate. These should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Tim Peake and Neil Armstrong.

		Can I say why an /event story was set in the past?		

History Skills Progression Key Stage 1 C1

	Can I understand the past through settings, characters and events I have learned about in books encountered in class? (ELG)	Can I appreciate that some famous people have helped our lives be better today? Can I begin to identify the main differences between old and new objects? Can I understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can I recognise that we celebrate certain events, because of what happened many years ago? Can I identify objects from the past? Can I explain why certain objects were different in the past? Can I describe an important historical event that happened in the past?	Can I explain how my local area was different in the past? Can I recount some interesting facts from an historical event, such as where the fire of London started? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I explain why someone in the past acted in the way they did? Can I give examples of things that are different in my life from that of my grandparents when I was young? Can I explain why someone in the past acted in the way they did? Can I explain why my locality is associated with a special historical event?	significant historical events, people and places in their own locality

History Skills Progression Key Stage 1 C1

	Can I look closely at similarities, differences, patterns and change? Can I comment on images of familiar situations in the past? Can I compare and contrast characters from stories, including figures from the past?	Can I spot old and new things in a picture? Can I answer questions using an artefact/ photograph provided? Can I give a plausible explanation about what an object was used for in the past? Can I ask and answer questions about old and new objects? Can I find out more about a famous person from the past and carry out some research on him or her?	Can I answer questions using a range of artefacts/ photographs provided? Can I answer questions by using a specific source, such as an information book? Can I research the life of a famous Briton from the past using different resources to help them? Can I research about a famous event that happens in Britain and why it has been happening for some time? Can I suggest at least two ways I can find out about the past? Can I research about another event or person from elsewhere in the world?	

History Skills Progression Key Stage 1 C2

	Reception	Year 1 -Changes in living memory linking to aspects of change in national life -Lives of significant individuals -Significant historical events, people and places in their locality	Year 2 -Events beyond living memory significant nationally or globally. -Lives if significant individuals ± Columbus/Armstrong	End of Key Stage Expectations
	Can I talk about past and present events in my own life and in the lives of family members? (ELG) Can I identify some similarities and differences between things in the past and now, based on what has been read in class (ELG) Can I begin to describe a sequence of events, using words such as 'first, 'then…' Yellow- Great Fire Of London Green- Transport	Can I put up to three objects in chronological order (recent history)? Can I use words and phrases like: old, new and a long time ago? Can I tell others about things that happened when I was little? Can I recognise that a story that is read to me may have happened a long time ago? Can I understand that some objects belonged to the past? Can I retell a familiar story set in the past? Can I explain how I have changed since I was born? Can I put up 5 objects in chronological order (recent history)? Can I use phrases like very old, when mummy and daddy were little etc? Can I use words like before and after correctly?	Can I use words and phrases like: before I was born, when I was younger? Can I use phrases and words like: before, after, past, present, then and now in my historical learning? Can I use the words past and present correctly? Can I use a range of appropriate words and phrases to describe the past? Can I sequence a set of events in chronological order and give reasons for their order? Can I sequence a set of objects in chronological order and give reasons for their order? Can I sequence events about my own life? Can I sequence events about the life of a famous person? Can I work out how long ago an event happened?	**Pupils should be taught about**: changes within living memory where appropriate. These should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Tim Peake and Neil Armstrong.

		Can I say why a story was set in the past?		

History Skills Progression Key Stage 1 C2

	Can I understand the past through settings, characters and events I have learned about in books encountered in class? (ELG)	Can I appreciate that some famous people have helped our lives be better today? Can I begin to identify the main differences between old and new objects? Can I understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can I recognise that we celebrate certain events, because of what happened many years ago? Can I identify objects from the past? Can I explain why certain objects were different in the past? Can I describe an important historical event that happened in the past?	Can I explain how my local area was different in the past? Can I recount some interesting facts from an historical event, such as where the fire of London started? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I explain why someone in the past acted in the way they did? Can I give examples of things that are different in my life from that of my grandparents when I was young? Can I explain why someone in the past acted in the way they did? Can I explain why my locality is associated with a special historical event?	significant historical events, people and places in their own locality

History Skills Progression Key Stage 1 C2

	Can I look closely at similarities, differences, patterns and change? Can I comment on images of familiar situations in the past? Can I compare and contrast characters from stories, including figures from the past?	Can I spot old and new things in a picture? Can I answer questions using an artefact/ photograph provided? Can I give a plausible explanation about what an object was used for in the past? Can I ask and answer questions about old and new objects? Can I find out more about a famous person from the past and carry out some research on him or her?	Can I answer questions using a range of artefacts/ photographs provided? Can I answer questions by using a specific source, such as an information book? Can I research the life of a famous Briton from the past using different resources to help them? Can I research about a famous event that happens in Britain and why it has been happening for some time? Can I suggest at least two ways I can find out about the past? Can I research about another event or person from elsewhere in the world?	

History Skills Progression Key Stage 2 C3

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
	Can I describe events and periods using the words: BC, AD, century and decade? Can I describe events from the past using dates when things happened? Can I use a timeline within a specific time in history to set out the order things may have happened. Can I use my mathematical knowledge to work out how long ago events would have happened? Can I set out on a timeline, within a given period, what special events took place?	Can I describe events from the past using dates when things happened? Can I plot history on a timeline using centuries and/or periods of time? Can I begin to recognise the different time periods that exist between different periods studied? Can I use my mathematical skills to round up time differences into centuries and/ or decades? Can I use my mathematical skills to work out time differences between certain major events in history? Can I begin to build a picture of what main events happened in Britain/ The world during different periods?	Can I draw a timeline showing different periods outlined, which show different information? Can I use dates and historical language in my work? Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries? Can I describe events from the past using comparative dates. Can I use my mathematical skills to work exact time scales and differences? Can I create timelines which outline the development of specific features or a sequence leading to a specific event in history?	Can I say where a period of history fits on a timeline? Can I place a specific event on a timeline by approximate year? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create a timeline, using my own scale, showing key historic events learned at SCJI. Can I compare and contrast events from different periods, using appropriate language. Can I use several sources of evidence when describing/ explaining historical events	**Pupils should continue to:** Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is Constructed from a range of sources.

History Skills Progression Key Stage 2 C3

	Can I begin to picture what life would have been like for people and societies studied? Can I suggest why certain events happened as they did in history? Can I begin to explain how events from the past have helped shape our lives? Can I understand how items found belonging to the past, can help us build a picture of how people lived. Can I recognise that people's way of life in the past was dictated by their work?	Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives? Can I appreciate and understand how items found belonging to the past are helping us to build up an accurate picture of how people lived? Can I recognise that people's way of life and other factors e.g. eating habits in the past was dictated by their work and wider influences?	Can I describe historical events from the different period/s they are studying/ have studied? Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can I appreciate that significant events in history have helped shape the country we have today? Can I appreciate that some civilisations showed greater advancements than people who lived centuries after them.	Can I summarise the main events from a specific period in history, explaining the order in which key events happened? Can I summarise how Britain has had a major influence on world history? Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can I describe features of historical events and people from past societies and periods they have studied? Can I recognise and describe differences and similarities/ changes and continuity between different periods of history? Can I suggest relationships between causes in history?	By The end of Y6 pupils will have been taught about- Changes in Britain from the Stone Age to the Iron Age. The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared AND a depth study of either- Ancient Sumer Ancient Egypt The Shang dynasty of China Ancient Greece- a study of greek life and achievements and their influence on the Western world. The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor. A non-European society that contrasts with British history- one study per class from the following- Early Islamic civilisation, including a study of Baghdad c AD 900 Mayan civilisation c AD 900

					Benin c AD900-1300 A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. The reformation The Spanish Armada The Battle of Britain Leisure and entertainment in the 20th century World War 1 and its impact on British life following its conclusion. A local history study- The Huskar Pit disaster. These should be studied chronologically, meaning if a 20th century aspect or theme is studied, this should follow the local study. If a pre-Victorian aspect or theme is studied, this should precede the local study.

History Skills Progression Key Stage 2 C3

	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources of evidence to answer questions? Can they research a specific event from the past to then write about this? Can I begin to use more than one source of information to bring together a conclusion about an historical event?	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources of evidence to piece together information about a period in history? Can I use my historical skills to help write about historical events and information? Can I, through research, identify similarities and differences between given periods in history? Can I independently, or as part of a group, present an aspect I have researched about a given period of history using multi-media skills when doing so?	Can I appreciate how historical artefacts have helped us understand more about lives in the present and past? Can I give more than one reason to support an historical argument? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? Can I research two versions of an event and say how they differ? Can I research the life of one person who has had an influence on the period/ country under study, explaining their national and wider impact, where possible?	Can I identify and explain my understanding of propaganda and bias in historical evidence? Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint? Can I describe a key event from Periods in history using and questioning evidence from different sources, including that of archaeologists? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? Can I pose and answer my own historical questions? Can I suggest why certain events, people or changes might be seen as more significant than others?	

History Skills Progression Key Stage 2 C4

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
	Can I describe events and periods using the words: BC, AD, century and decade? Can I describe events from the past using dates when things happened? Can I use a timeline within a specific time in history to set out the order things may have happened. Can I use my mathematical knowledge to work out how long ago events would have happened? Can I set out on a timeline, within a given period, what special events took place?	Can I describe events from the past using dates when things happened? Can I plot history on a timeline using centuries and/or periods of time? Can I begin to recognise the different time periods that exist between different periods studied? Can I use my mathematical skills to round up time differences into centuries and/ or decades? Can I use my mathematical skills to work out time differences between certain major events in history? Can I begin to build a picture of what main events happened in Britain/ The world during different periods?	Can I draw a timeline showing different periods outlined, which show different information? Can I use dates and historical language in my work? Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries? Can I describe events from the past using comparative dates. Can I use my mathematical skills to work exact time scales and differences? Can I create timelines which outline the development of specific features or a sequence leading to a specific event in history?	Can I say where a period of history fits on a timeline? Can I place a specific event on a timeline by approximate year? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create a timeline, using my own scale, showing key historic events learned at SCJI. Can I compare and contrast events from different periods, using appropriate language. Can I use several sources of evidence when describing/ explaining historical events	**Pupils should continue to:** Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is Constructed from a range of sources.

History Skills Progression Key Stage 2 C4

	Can I begin to picture what life would have been like for people and societies studied? Can I suggest why certain events happened as they did in history? Can I begin to explain how events from the past have helped shape our lives? Can I understand how items found belonging to the past, can help us build a picture of how people lived. Can I recognise that people's way of life in the past was dictated by their work?	Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives? Can I appreciate and understand how items found belonging to the past are helping us to build up an accurate picture of how people lived? Can I recognise that people's way of life and other factors e.g. eating habits in the past was dictated by their work and wider influences?	Can I describe historical events from the different period/s they are studying/ have studied? Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can I appreciate that significant events in history have helped shape the country we have today? Can I appreciate that some civilisations showed greater advancements than people who lived centuries after them.	Can I summarise the main events from a specific period in history, explaining the order in which key events happened? Can I summarise how Britain has had a major influence on world history? Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can I describe features of historical events and people from past societies and periods they have studied? Can I recognise and describe differences and similarities/ changes and continuity between different periods of history? Can I suggest relationships between causes in history?	By The end of Y6 pupils will have been taught about- Changes in Britain from the Stone Age to the Iron Age. The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared AND a depth study of either- Ancient Sumer Ancient Egypt The Shang dynasty of China Ancient Greece- a study of greek life and achievements and their influence on the Western world. The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor. A non-European society that contrasts with British history- one study per class from the following- Early Islamic civilisation, including a study of Baghdad c AD 900 Mayan civilisation c AD 900

					Benin c AD900-1300 A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. The reformation The Spanish Armada The Battle of Britain Leisure and entertainment in the 20th century World War 1 and its impact on British life following its conclusion. A local history study- The Huskar Pit disaster. These should be studied chronologically, meaning if a 20th century aspect or theme is studied, this should follow the local study. If a pre-Victorian aspect or theme is studied, this should precede the local study.

History Skills Progression Key Stage 2 C4

	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources of evidence to answer questions? Can they research a specific event from the past to then write about this? Can I begin to use more than one source of information to bring together a conclusion about an historical event?	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources of evidence to piece together information about a period in history? Can I use my historical skills to help write about historical events and information? Can I, through research, identify similarities and differences between given periods in history? Can I independently, or as part of a group, present an aspect I have researched about a given period of history using multi-media skills when doing so?	Can I appreciate how historical artefacts have helped us understand more about lives in the present and past? Can I give more than one reason to support an historical argument? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? Can I research two versions of an event and say how they differ? Can I research the life of one person who has had an influence on the period/ country under study, explaining their national and wider impact, where possible?	Can I identify and explain my understanding of propaganda and bias in historical evidence? Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint? Can I describe a key event from Periods in history using and questioning evidence from different sources, including that of archaeologists? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? Can I pose and answer my own historical questions? Can I suggest why certain events, people or changes might be seen as more significant than others?	

History Skills Progression Key Stage 2 C5

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
	Can I describe events and periods using the words: BC, AD, century and decade? Can I describe events from the past using dates when things happened? Can I use a timeline within a specific time in history to set out the order things may have happened. Can I use my mathematical knowledge to work out how long ago events would have happened? Can I set out on a timeline, within a given period, what special events took place?	Can I describe events from the past using dates when things happened? Can I plot history on a timeline using centuries and/or periods of time? Can I begin to recognise the different time periods that exist between different periods studied? Can I use my mathematical skills to round up time differences into centuries and/ or decades? Can I use my mathematical skills to work out time differences between certain major events in history? Can I begin to build a picture of what main events happened in Britain/ The world during different periods?	Can I draw a timeline showing different periods outlined, which show different information? Can I use dates and historical language in my work? Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries? Can I describe events from the past using comparative dates. Can I use my mathematical skills to work exact time scales and differences? Can I create timelines which outline the development of specific features or a sequence leading to a specific event in history?	Can I say where a period of history fits on a timeline? Can I place a specific event on a timeline by approximate year? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create a timeline, using my own scale, showing key historic events learned at SCJI. Can I compare and contrast events from different periods, using appropriate language. Can I use several sources of evidence when describing/ explaining historical events	**Pupils should continue to:** Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is Constructed from a range of sources.

History Skills Progression Key Stage 2 C5

	Can I begin to picture what life would have been like for people and societies studied? Can I suggest why certain events happened as they did in history? Can I begin to explain how events from the past have helped shape our lives? Can I understand how items found belonging to the past, can help us build a picture of how people lived. Can I recognise that people's way of life in the past was dictated by their work?	Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives? Can I appreciate and understand how items found belonging to the past are helping us to build up an accurate picture of how people lived? Can I recognise that people's way of life and other factors e.g. eating habits in the past was dictated by their work and wider influences?	Can I describe historical events from the different period/s they are studying/ have studied? Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can I appreciate that significant events in history have helped shape the country we have today? Can I appreciate that some civilisations showed greater advancements than people who lived centuries after them.	Can I summarise the main events from a specific period in history, explaining the order in which key events happened? Can I summarise how Britain has had a major influence on world history? Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can I describe features of historical events and people from past societies and periods they have studied? Can I recognise and describe differences and similarities/ changes and continuity between different periods of history? Can I suggest relationships between causes in history?	By The end of Y6 pupils will have been taught about- Changes in Britain from the Stone Age to the Iron Age. The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared AND a depth study of either- Ancient Sumer Ancient Egypt The Shang dynasty of China Ancient Greece- a study of greek life and achievements and their influence on the Western world. The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor. A non-European society that contrasts with British history- one study per class from the following- Early Islamic civilisation, including a study of Baghdad c AD 900 Mayan civilisation c AD 900

					Benin c AD900-1300 A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. The reformation The Spanish Armada The Battle of Britain Leisure and entertainment in the 20th century World War 1 and its impact on British life following its conclusion. A local history study- The Huskar Pit disaster. These should be studied chronologically, meaning if a 20th century aspect or theme is studied, this should follow the local study. If a pre-Victorian aspect or theme is studied, this should precede the local study.

History Skills Progression Key Stage 2 C5

	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources of evidence to answer questions? Can they research a specific event from the past to then write about this? Can I begin to use more than one source of information to bring together a conclusion about an historical event?	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources of evidence to piece together information about a period in history? Can I use my historical skills to help write about historical events and information? Can I, through research, identify similarities and differences between given periods in history? Can I independently, or as part of a group, present an aspect I have researched about a given period of history using multi-media skills when doing so?	Can I appreciate how historical artefacts have helped us understand more about lives in the present and past? Can I give more than one reason to support an historical argument? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? Can I research two versions of an event and say how they differ? Can I research the life of one person who has had an influence on the period/ country under study, explaining their national and wider impact, where possible?	Can I identify and explain my understanding of propaganda and bias in historical evidence? Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint? Can I describe a key event from Periods in history using and questioning evidence from different sources, including that of archaeologists? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out? Can I pose and answer my own historical questions? Can I suggest why certain events, people or changes might be seen as more significant than others?	