

History Skills Progression Tracker:

Essential Skills	Early Learning Goal	Year 1 and 2	Year 3 and 4	Year 5 and 6
Investigating and Interpreting	<ul style="list-style-type: none"> • Listen and respond to familiar stories about the past. • Answer simple questions about historical artefacts and buildings. • Communicate some obvious distinctions between past and present experiences. • Identify if personal events and objects belong in the past or present. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past/ • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
World history	<ul style="list-style-type: none"> • Talk about past and present events in their own life and family members. • Recognise and make comments about familiar people in pictures of the more distant past. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain and some major events from the rest of the world. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

<h2>Chronology</h2>	<ul style="list-style-type: none"> • Link the passage of time with a variety of indicators. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time liens with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence on a time line. • Use dates and terms accurately in describing events.
<h2>Communicating</h2>	<ul style="list-style-type: none"> • Use everyday language related to time. 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents were children., years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate e.g. Chronology, era. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate e.g. legacy, continuity. • Use original ways to present information and ideas. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'.