

# Dane Ghyll Community Primary School

## History: Progression of Skills



	Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology, knowledge and understanding of history.	I can make comments about things from the past.	I can describe some features from the past.	I can talk and write about features from the past and include detail.	I can talk and write about features from the past and include detail and make connections with other periods I have studied.	I can talk and write about the past. I can include detail. I can include ideas which show some understanding of what things were like before and after at local, national and world level.	I can talk and write about the past. I can include good detail. I put my ideas in context - chronologically and scale.	I can talk and write about the past. I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.
	I can sequence some events or related objects	I can sequence some events, objects or pieces of information on a timeline.	I can place events, objects, themes and people from a history topic on a timeline.	I can place events, objects, themes and people from a history studied on a timeline.	I can place historical periods I have studied, as well as information about my topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods on a timeline.	
	I can use appropriate vocabulary related to time such as: now, then, day,	I can use a wider range of 'time' vocabulary including: recently, before, after, now,	I can use some 'historical period' terms. I can use century, decade BC and AD.	I can use some dates and historical period terms.	I can use date and historical period terms accurately.	I can use historical periods as reference points.	

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	week, month, year, yesterday, past, old and new.	later. I can use past and present when describing events.					
Continuity and change (during and between periods)		I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in history.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies that I have learned about.	I can describe and make links between events, situations and changes within and between different periods and societies.	I can point out trends as well as links between events, situations and changes within and between different periods and societies over long periods of time.
Diversity - within a period		I can point out some similarities and differences between the ways of life of different people living during the time I am learning about.	I can describe some similarities and differences between people - e.g. rich and poor - events and beliefs in the period of history I am studying.	I can describe some similarities and differences between people, events and beliefs in the period of history I am studying.	I can describe some similarities and differences in society, culture and religion in Britain at local and national levels.	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies.
Cause and consequence		I can make comments about why people did things, why events happened and what happened as a result.	I can pick out some reasons for and results of peoples actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and the results of historical events, situations and changes.
Significance			I can note people of historical importance.	I can suggest which people and comment on people of	I can suggest which people and causes and consequences of	I can explain which causes and consequences are	I can explain the significance of different causes

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				historical importance	change are more important.	the most significant.	and consequences.
Using and understanding sources of evidence	I can select information about the past from sources such as pictures, objects and stories.	I can use information from more than one source in and for my answers.	I can compare different sources of evidence and point out some similarities and differences.	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past	I take account of a range of information when evaluating its accuracy and reliability.	
Understanding historical interpretation		I can talk about and name some of the different ways that the past is recorded or represented.	I can say which sources are likely to be the most useful for a task.	I can identify primary and secondary sources of evidence.	I can compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.	I can discuss how and why different arguments and interpretations of the past have been constructed.
Communication ideas in history.	I can show my ideas through talk, drawing and emerging writing.	I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.	I can present my findings about the past using speaking, writing, ICT, drawing and drama skills.	In my written work I try to organise my answers well, state my conclusion, give reasons for my ideas, use some dates and historical terms.	My written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and many reasons. I make good use of dates and historical terms.	I can select, organise and use relevant information to produce structured work, making appropriate use of terms and dates.	