

## Progression of Historical Skills & Age Related Expectations

- Note that not all skills will be covered in all topics
- However, each skill should be visited at least twice in a key stage and approached at a higher level when revisited
- Some skills will be more of a focus than others in a topic (light practice of skill V - overt practice of skill VV - strong emphasis on skill VVV)

<b>Chronology:</b> develop an understanding of the people, places events, periods or civilizations studied						
<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
	<p>Creates simple timelines to sequence processes, events, objects within their own experience</p> <p>Confidently use vocabulary associated with the past e.g. 'old and new, then and now'</p>	<p>Realises that historians use dates to describe events</p> <p>Use phrases describing intervals of time e.g. before, after, at the same time, etc.</p>	<p>Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE</p>	<p>Begin to understand historical periods overlap each other and vary in length</p> <p>Uses more precise chronological vocabulary</p>	<p>Understands that past civilizations overlap with others in different parts of the world, and that their respective durations vary</p>	<p>Can accurately place civilizations/ periods studied in chronological order and may take account of some overlap in durations and intervals between them</p>
<b>Characteristic features:</b> identify the characteristic features of events, people, periods or civilizations studied						
<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
	<p>Recognise that buildings, clothing, transport or technology could be different in the past</p> <p>Shows awareness of significant features not seen today</p>	<p>Recognises and describes, in simple terms, some characteristic features of a person or period studied</p> <p>Increasingly uses period specific language in explanations</p>	<p>Can describe main features associated with the period/ civilization studied, mostly using period specific language</p>	<p>Can give simple explanations that not everyone in the past lived in the same way</p> <p>Consistently uses period specific language in explanations</p>	<p>Understands that some past civilizations in different parts of the world have some important similarities</p> <p>Can identify and make links between significant characteristics of a period/ civilization studied and others previously studied</p>	<p>Can contrast and make some significant links between periods/ civilizations studied</p> <p>Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied</p>

**Continuity and Change:** develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate

<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
	<p>Can match old objects to people or situations from the past</p> <p>Can describe how some aspects of life today differ from the past using simple historical vocabulary</p>	<p>Can talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and another <i>then</i></p>	<p>Can describe some changes in history over a period of time and identify some things which stayed the same</p>	<p>Can describe and give some examples of a range of changes at particular points in history while some things remained the same</p> <p>Can explain why changes in different places might be connected in some way</p>	<p>Can give simple explanations with some simple examples of why change happened during particular events/periods</p> <p>Understands that there are usually a combination of reasons for any change</p> <p>Understands that changes do not impact everyone in the same way or at the same time</p>	<p>Understands that changes in different places and periods can be connected</p> <p>Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly</p>

**Cause and Consequences:** develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently , or not at all, depending on a range of other factors

<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
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	Can give simple explanations why a person from the past acted as they did and talk about the consequence of those actions	Can describe in simple terms the causes and/ or consequences of an important historical event offering an example of its results	Can describe the causes and/ or consequences of an important historical event offering more than one example of its results	Can describe with simple examples different types of causes seeing that events happen for different reason not just human actions	Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently  Can link causes or explain that one cause might be linked to another making an event much more likely to happen	Can explain the causes <b>and</b> consequences of quite complex events, even though they might still link some in a simple way
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**Historical Significance:** develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present)

<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
	Can recognise and describe special times or events for family and friends	Can recognise and talk about who was important e.g. in a simple historical account	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time)	Can identify significance reveals something about history or contemporary life	Can use criteria to make judgements as to the significance of events, people or developments with a particular historical narrative	Can make judgements about historical significance against criteria  Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance)

**Historical Interpretation:** building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct

<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
	Can identify and talk about different accounts of real historical situations	Can identify and talk about differences in accounts relating to people or events both from the time (contemporary sources) and from the present (interpretive sources)	Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version	Can describe how different interpretations arise  Understands that historical understanding in continuously being revised; if we find new evidence we have to rewrite the past	Understands the different accounts of the past emerge for various reasons – different people might give a different emphasis  Understands that some interpretations are more reliable than others	Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this  Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance)

**Historical Enquiry:** the development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies

<i>Year R</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
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	<p>Can talk about similarities and differences between two or more historical sources using simple historical terms</p> <p>Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts, etc.</p>	<p>Can gather information from simple sources to ask and answer questions about the past</p> <p>Can explain events and actions rather than just retell the story</p>	<p>Can describe in simple terms how sources reveal important information about the past</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions</p>	<p>Can describe and question the origins and purposes of sources using knowledge of periods and civilizations</p> <p>Asks perceptive questions</p> <p>Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis</p>	<p>Can explain with examples why a source might be unreliable</p> <p>Can construct simple reasoned arguments about aspects of events, periods and civilizations studied</p>	<p>Can construct resonated arguments about events, periods or civilizations studied</p> <p>Can question source reliability with reference to the period or civilization studied and/or the provenance of a source, considering <b>why</b> different sources may give conflicting information and offering reasons for this</p>
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## Year R

	AUTUMN	SPRING	SUMMER
<b>Chronology</b>			
<b>Characteristic Features</b>			
<b>Continuity and Change</b>			
<b>Cause and Consequences</b>			
<b>Historical Significance</b>			

## Year 1

	AUTUMN	SPRING	SUMMER

<b>Chronology</b>	Creates simple timelines to sequence processes, events, objects within their own experience Confidently use vocabulary associated with the past e.g. 'old and new, then and now'			
<b>Characteristic Features</b>	Recognise that buildings, clothing, transport or technology could be different in the past Shows awareness of significant features not seen today			
<b>Continuity and Change</b>	Can match old objects to people or situations from the past Can describe how some aspects of life today differ from the past using simple historical vocabulary			
<b>Cause and Consequences</b>	Can give simple explanations why a person from the past acted as they did and talk about the consequence of those actions			
<b>Historical Significance</b>	Can recognise and describe special times or events for family and friends			
<b>Historical Interpretations</b>	Can identify and talk about different accounts of real historical situations			
<b>Historical Enquiry</b>	Can talk about similarities and differences between two or more historical sources using simple historical terms Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts, etc.			

## Year 2

		AUTUMN	SPRING	SUMMER
<b>Chronology</b>	Realises that historians use dates to describe events Use phrases describing intervals of time e.g. before, after, at the same time, etc.			
<b>Characteristic Features</b>	Recognises and describes, in simple terms, some characteristic features of a person or period studied Increasingly uses period specific language in explanations			
<b>Continuity and Change</b>	Can talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and another <i>then</i>			
<b>Cause and Consequences</b>	Can describe in simple terms the causes and/ or consequences of an important historical event offering an example of its results			
<b>Historical Significance</b>	Can recognise and talk about who was important e.g. in a simple historical account			
<b>Historical Interpretations</b>	Can identify and talk about differences in accounts relating to people or events both from the time (contemporary sources) and from the present (interpretive sources)			
<b>Historical Enquiry</b>	Can gather information from simple sources to ask and answer questions about the past Can explain events and actions rather than just retell the story			

### Year 3

		AUTUMN	SPRING	SUMMER
<b>Chronology</b>	Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE			
<b>Characteristic Features</b>	Can describe main features associated with the period/ civilization studied, mostly using period specific language			
<b>Continuity and Change</b>	Can describe some changes in history over a period of time and identify some things which stayed the same			
<b>Cause and Consequences</b>	Can describe the causes and/ or consequences of an important historical event offering more than one example of its results			
<b>Historical Significance</b>	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time)			
<b>Historical Interpretations</b>	Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version			
<b>Historical Enquiry</b>	Can describe in simple terms how sources reveal important information about the past Recognises that the absence of certain types of sources can make it more difficult to draw conclusions			

### Year 4

		AUTUMN	SPRING	SUMMER
<b>Chronology</b>	Begin to understand historical periods overlap each other and vary in length Uses more precise chronological vocabulary			
<b>Characteristic Features</b>	Can give simple explanations that not everyone in the past lived in the same way Consistently uses period specific language in explanations			
<b>Continuity and Change</b>	Can describe and give some examples of a range of changes at particular points in history while some things remained the same Can explain why changes in different places might be connected in some way			
<b>Cause and Consequences</b>	Can describe with simple examples different types of causes seeing that events happen for different reason not just human actions			
<b>Historical Significance</b>	Can identify significance reveals something about history or contemporary life			

<b>Historical Interpretations</b>	Can describe how different interpretations arise Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past			
<b>Historical Enquiry</b>	Can describe and question the origins and purposes of sources using knowledge of periods and civilizations Asks perceptive questions Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis			

## Year 5

		AUTUMN	SPRING	SUMMER
<b>Chronology</b>	Understands that past civilizations overlap with others in different parts of the world, and that their respective durations vary			
<b>Characteristic Features</b>	Understands that some past civilizations in different parts of the world have some important similarities Can identify and make links between significant characteristics of a period/ civilization studied and others previously studied			
<b>Continuity and Change</b>	Can give simple explanations with some simple examples of why change happened during particular events/periods Understands that there are usually a combination of reasons for any change Understands that changes do not impact everyone in the same way or at the same time			
<b>Cause and Consequences</b>	Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently Can link causes or explain that one cause might be linked to another making an event much more likely to happen			
<b>Historical Significance</b>	Can use criteria to make judgements as to the significance of events, people or developments with a particular historical narrative			
<b>Historical Interpretations</b>	Understands the different accounts of the past emerge for various reasons – different people might give a different emphasis Understands that some interpretations are more reliable than others			
<b>Historical Enquiry</b>	Can explain with examples why a source might be unreliable Can construct simple reasoned arguments about aspects of events, periods and civilizations studied			



## Year 6

		AUTUMN	SPRING	SUMMER
<b>Chronology</b>	Can accurately place civilizations/ periods studied in chronological order and may take account of some overlap in durations and intervals between them			
<b>Characteristic Features</b>	Can contrast and make some significant links between periods/ civilizations studied Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied			
<b>Continuity and Change</b>	Understands that changes in different places and periods can be connected Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly			
<b>Cause and Consequences</b>	Can explain the causes <b>and</b> consequences of quite complex events, even though they might still link some in a simple way			
<b>Historical Significance</b>	Can make judgements about historical significance against criteria Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance)			
<b>Historical Interpretations</b>	Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance)			
<b>Historical Enquiry</b>	Can construct resonated arguments about events, periods or civilizations studied Can question source reliability with reference to the period or civilization studied and/or the provenance of a source, considering <b>why</b> different sources may give conflicting information and offering reasons for this			