


Skills Progression Document

Being a Historian

| EYFS | Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class. | | | | | |
|---|---|--|---|---|---|--|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological understanding  | -I can use words and phrases like: old, new and a long time ago to describe the passing of time. -I can sequence events and changes in my own lifetime. -I can understand how to sequence events and artefacts such as objects or photographs. | -I can use words and phrases like: before, after, past, present, then and now and use some dates and decades. -I can sequence events and changes in the past. -I can understand how to sequence events, people and artefacts in order using a scale. | -I can understand and use the term century and name specific dates. -I can understand what a timeline is and that it can be divided into BC and AD/CE. -I can describe events from the past using dates when things happened. -I can use a timeline to place events I have found out about. -I can use a timeline within a specific period of history to set out the order that things may have happened. -I can use my mathematical knowledge to work out how long ago events happened. | -I can understand that the past can be divided into time periods. -I can name the century and dates of significant events from the past that I know about. -I can plot events in a timeline using scale e.g. centuries -I can use mathematical skills to round up time differences into centuries and decades | -I can describe the main changes within a period of history. -I can draw a timeline with different historical periods showing key historical events or lives of significant people. -I can develop a timeline using an appropriate scale. | -I can summarise the main events from a period of history explaining the order of events and what happened. -I can place features of historical events and people from the past societies and periods in a chronological framework. -I can use a timeline to demonstrate changes and developments in culture and technology. -I can use previous learning to inform my timeline scale |
| Accessing Evidence  | -I can recognise that some objects belonged to the past. -I know what a source is. -I can spot old and new things in a picture. -I can explain what an object from the past might have been used for. | -I can use more than one type of source to find out about an event or a person from the past. -I can find out things about the past by talking to an older person. -I can research the life of a famous person from the past using different sources of evidence | -I can use multiple sources to find out information. -I know the difference between a primary and secondary source. -I can research in order to find similarities and differences between two or more periods of history. | -I can explain how historic items and artefacts can be used to help build up a picture of the past. -I can evaluate sources in terms of their usefulness. -I can identify a primary and secondary source and say which is more reliable. -I can research two versions of an event and explain how they differ. | -I can choose reliable and useful sources of evidence and start to give reasons. -I can compare two or more historical periods; explaining things which changed and things which stayed the same. -I can give clear reasons why there may be different accounts of history. | -I can choose reliable sources of evidence and give reasons for my decision. -I can identify and explain differences, similarities and changes between different periods of history. -I can describe a key event from Britain's past using a range of evidence from different sources. -I can identify and explain propaganda. |
| Using Evidence  | -I can ask questions about the past. -I can answer questions about the past. -I can ask and answer questions about old and new objects. | -I can start to answer questions about the past using evidence to help me. -I can answer questions using books and the internet. | -I can use evidence to start to generate my own questions about the past. -I can confidently use evidence to help me answer questions about the past. | -I can devise my own historical questions. -I can choose suitable sources of evidence for my historical enquiry and use them to support my answers. | -I can test out a hypothesis in order to answer questions. -I can follow my own line of historical enquiry. -I can analyse, evaluate and refine my own questions. | -I can use sources of information to form testable hypotheses about the past. -I can adapt and refine my line of enquiry. -I can choose reliable sources of |

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| | | | -I can use research skills to find answers to specific historical questions. | -I can research what it was like for children in a given period of history and present my findings to an audience. | -I can choose reliable sources of evidence to help me answer questions giving reasons for my choices. | evidence to help me answer questions realising that there is often not a single answer to historical questions. |
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| <p style="text-align: center;">Organisation and communication</p>  | <p>-I can explain how I have changed since I was born.</p> <p>-I can show what I have learnt through drawings, models, art, photographs and drama.</p> <p>-I can share what I have found out by telling someone.</p> <p>-I can explain how an event from the past has shaped our life today.</p> <p>-I can explain how some people have helped us to have better lives.</p> | <p>-I can give examples of things that were different when my grandparents were children.</p> <p>-I can show what I have learnt through drawings, models, art, photographs and drama.</p> <p>-I can recount an event.</p> <p>-I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p> | <p>-I can orally retell an event from the perspective of having been there.</p> <p>-I can present to others what I have found out.</p> <p>-I can write a report, diary entry etc. of an event from the perspective of having been there.</p> | <p>-I can use drama to improve my understanding of a historical event.</p> <p>-I can write a report, diary entry etc. of an event from the perspective of having been there or a newspaper article detailing key events.</p> | <p>-I can use my historical understanding and empathy to communicate my ideas.</p> <p>-I can organise a presentation about a historical event, person or source and answer questions about it.</p> | <p>-I can communicate different viewpoints (orally and written).</p> <p>-I can organise a presentation about a historical event, person or source and lead a discussion.</p> |