

Progression of skills - History

	Pre- Encounter	Encounter	Engage	Participate	Foundation	Developing	Assured
Chronological Understanding	<ul style="list-style-type: none"> I can recognise events from my own experience I can begin to recognise special times or events for family and friends 	<ul style="list-style-type: none"> I can sequence events in my life I can talk about past and present events in my own life and in the lives of family members 	<ul style="list-style-type: none"> I can put up to three objects in chronological order (recent history) I can use words and phrases like: old, new and a long time ago I can tell others about things that happened when they were little I can recognise that a story that is read to them may have happened a long time ago I can understand that some objects belonged to the past and match objects to people of different ages I can explain how they have changed since they were born 	<ul style="list-style-type: none"> I can sequence artefacts/ photographs etc. closer together in time I can use words and phrases like: before I was born, when I was younger I can use phrases and words like: before, after, past, present, then and now- in my historical learning I can use the words past and present correctly I can use a range of appropriate words and phrases to describe the past I can sequence a set of events in chronological order and give reasons for their order 	<ul style="list-style-type: none"> I can describe events and periods using the words: BC, AD and decade I can describe events from the past using dates when things happened I can use a timeline within a specific time in history to set out the order things may have happened I can sequence several events or artefacts I can use my mathematical knowledge to work out how long ago events in recent and local history would have happened 	<ul style="list-style-type: none"> I can describe events from the past using dates when things happened I can describe events and periods using the words: ancient and century I can use a timeline within a specific time in history to set out the order things may have happened I can use my mathematical knowledge to work out how long ago event would have happened and to round up time differences into centuries and decades I can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain 	<ul style="list-style-type: none"> I can place periods of history on a timeline showing periods of time I can use my mathematical skills to work exact time scales and differences as need be I can use dates and historical language in my work I can begin to build up a picture of what main events happened in Britain/ the world during different centuries I can plot recent history on a timeline using centuries I can use dates and historical language in my work
Knowledge and interpretation	<ul style="list-style-type: none"> I have a concept of significant relationships In pretend play, I can imitates everyday actions and events from my own family and cultural background, e.g. making and drinking tea I am beginning to recognise that some things have changed and so are different 	<ul style="list-style-type: none"> I am developing an understanding of growth, decay and changes over time I can make observations of animals and plants and explain why some things occur and talk about changes I know and can recount episodes from stories about the past 	<ul style="list-style-type: none"> I can appreciate that some famous people have helped our lives be better today I can begin to identify the main differences between old/ new objects and past/ present I can understand that we have a queen who rules us and that Britain has had a king or queen for many years I can 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 I can recognise that we celebrate certain events because of what happened many years ago 	<ul style="list-style-type: none"> I can explain how my local area was different in the past I can recount some interesting facts from a historical event, such as where the fire of London started I can explain why Britain has a special history by naming some famous events and some famous people I can explain why someone in the past acted in the way they did 	<ul style="list-style-type: none"> I can appreciate that the early Brits would not have communicated as we do or have eaten as we do – begin to make comparisons I can begin to picture what life would have been like for the early settlers I can suggest why certain events happened as they did in history I can begin to picture what life would have been like for the early settlers I can explain how events from the past have helped shape our lives 	<ul style="list-style-type: none"> I can recognise that Britain has been invaded by several different groups over time I can suggest why certain events happened as they did in history. I can explain how events from the past have helped shape our lives I can begin to appreciate why Britain would have been an important country to have invaded and conquered I can appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past I can begin to evaluate the usefulness and reliability of different sources 	<ul style="list-style-type: none"> I can describe historical events from the different period/s they are studying/ have studied I can make comparisons between historical periods: explaining things that have changed and things which have stayed the same I can begin to appreciate that how we make decisions had been through a Parliament for some time I can appreciate that significant events in history have helped shape the country we have today Can I gain a good understanding as to how crime and punishment has changes over the years

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<p>Historical enquiry</p>	<ul style="list-style-type: none"> ○ I am curious about people and shows an interest in stories about myself and my family. ○ I can comment on pictures and stories relating to myself ○ I can explore similarities, differences and change ○ I show an interest in different occupations and ways of life 	<ul style="list-style-type: none"> ○ I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world ○ I can look closely at similarities, differences, patterns and change ○ I enjoy joining in with different customs and routines 	<ul style="list-style-type: none"> ○ I can spot old and new things in a picture ○ I can answer questions using an artefact/ photograph provided ○ I can give plausible explanation about what an object was used for in the past ○ I can find out more about a famous person from the past and carry out some research on him or her 	<ul style="list-style-type: none"> ○ I can answer questions using a range of artefacts/ photographs provided ○ I can answer questions by using a specific source, such as an information book ○ I can research the life of a famous Briton from the past using different resources to help ○ I can research about a famous event that happens in Britain and why it has been happening for some time. ○ I can research the life of someone who used to live in their area using the Internet and other information sources 	<ul style="list-style-type: none"> ○ I can recognise the part that archaeologists have had in helping us understand more about what happened in the past ○ I can use various sources of evidence to answer questions ○ I can research a specific event from the past to then write about it 	<ul style="list-style-type: none"> ○ I can recognise the part that archaeologists have had in helping us understand more about what happened in the past ○ I can use various sources to piece together information about a period in history ○ I can use my 'information finding' skills in writing to help them writing to help them write about historical information ○ I can, through research, identify similarities and differences between given periods in history ○ I can research to versions of an event and say how they differ 	<ul style="list-style-type: none"> ○ I can appreciate how historical artefacts have helped us understand more about British lives in the present and past ○ I can give more than one reason to support an historical argument ○ I can give more than one reason to support an historical argument ○ I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out
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