



## History Progression of Skills Assessment Grid

	Year 1	Year 2
<b>Learning</b>	<ul style="list-style-type: none"> <li>• place known events and objects in chronological order (chronological understanding)</li> <li>• sequence events and recount changes within living memory (chronological understanding)</li> <li>• use common words and phrases relating to the passing of time (chronological understanding)</li> <li>• understand key features of events (understanding of events, people and changes)</li> <li>• identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>• relate his/her own account of an event and understand that others may give a different version (historical interpretations)</li> <li>• find answers to some simple questions about the past from simple sources of information (historical enquiry)</li> <li>• describe some simple similarities and differences between artefacts (historical enquiry)</li> <li>• sort artefacts from 'then' and 'now' (historical enquiry)</li> <li>• ask and answer relevant basic questions about the past (historical enquiry)</li> <li>• talk, draw or write about aspects of the past (organisation and communication)</li> </ul>	<ul style="list-style-type: none"> <li>• speak about how he/she has found out about the past (organisation and communication)</li> <li>• record what they have learned by drawing and writing (organisation and communication)</li> <li>• show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events]</li> <li>• show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• describe changes within living memory and aspects of change in national life</li> <li>• describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</li> <li>• discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</li> <li>• describe significant historical events, people and places in his/her own locality</li> </ul>
	Year 3	Year 4
<b>Learning</b>	<ul style="list-style-type: none"> <li>• use an increasing range of common words and phrases relating to the passing of time (chronological understanding)</li> <li>• describe memories of key events in his/her life using historical vocabulary (chronological understanding)</li> </ul> <p style="text-align: center;"><b>Refer to End of Key Stage 2 objectives below for context</b></p>	<ul style="list-style-type: none"> <li>• place some historical periods in a chronological framework (chronological understanding)</li> <li>• use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)</li> <li>• communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)</li> <li>• use historic terms related to the period of study (chronological understanding)</li> <li>• understand that sources can contradict each other (historical interpretations)</li> <li>• use a variety of resources to find out about aspects of life in the past (historical enquiry)</li> </ul> <p style="text-align: center;"><b>Refer to End of Key Stage 2 objectives below for context</b></p>

	<b>Year 5</b>	<b>Year 6</b>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• use dates to order and place events on a timeline (chronological understanding)</li> <li>• give some reasons for some important historical events (understanding of events, people and changes)</li> <li>• make comparisons between aspects of periods of history and the present day (historical interpretations)</li> <li>• understand that the type of information available depends on the period of time studied</li> <li>• evaluate the usefulness of a variety of sources (historical interpretations)</li> <li>• compare sources of information available for the study of different times in the past (historical enquiry)</li> <li>• present findings and communicate knowledge and understanding in different ways (organisation and communication)</li> <li>• provide an account of a historical event based on more than one source (organisation and communication)</li> </ul> <p style="text-align: center;"><b>Refer to End of Key Stage 2 objectives below for context</b></p>	<ul style="list-style-type: none"> <li>• describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>• note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>• address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• make confident use of a variety of sources for independent research (historical enquiry)</li> <li>• use evidence to support arguments (understanding of events, people and changes)</li> </ul> <p style="text-align: center;"><b>Refer to End of Key Stage 2 objectives below for context</b></p>
<b>End of Key Stage 2 objectives and contexts</b>		
<b>Learning</b>	<ul style="list-style-type: none"> <li>• describe changes in Britain from the Stone Age to the Iron Age</li> <li>• describe the Roman Empire and its impact on Britain</li> <li>• describe Britain's settlement by Anglo-Saxons and Scots</li> <li>• describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• describe a local history study</li> <li>• describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• describe a study of Ancient Greek life and achievements and their influence on the western world</li> <li>• describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>	