**Moor First School: Progression of Skills in History (KS1)**

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|  | **Year 1** | **Year 2** |
| **Historical knowledge and understanding of chronology.** | **Know where people and events fit within a chronological framework.**  **Develop an awareness of the past, using common words and phrases relating to the passing of time.** | |
| I can recall and describe some relevant events, people and themes from the past.  I can sequence a few events, objects or pieces of information on a timeline.  I can describe some of the changes that have happened to me in my own lifetime.  I understand and can use a range of time words including: old, new, before, after, now, later, past and present. | I can include more detail when I talk or write to describe events, people and themes from the past.  I can sequence a number of objects or events related to my history topic on an annotated timeline.  I understand securely and can use a wider range of time vocabulary including: earliest, latest, future, century, newest, oldest and modern to show the passing of time. |
| **Understanding historical concepts.**  . | **Identify similarities and differences between ways of life in different periods.**  **Study changes within living memory.**  **Study significant events and the lives of significant individuals who contributed to national and international achievements.** | |
| 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 make some comments about why people did things or why events happened and what happened as a result of these.  I can explain why a person or event was significant. | I can point out some similarities and differences  between aspects of life at different times in the past.  I can identify more than one cause and effect of an event in my history topic.  I can identify a range of significant aspects of a theme or period and explain why I think they are historically important.  I can describe the life of a significant individual from the past, explaining why they are historically important and why they acted as they did. |
| **Historical Enquiry**  . | **Ask and answer questions.**  **Use a wide vocabulary of everyday historical terms.**  **Understand some of the ways in which they find out about the past and identify different ways in which it is represented.**  **Choose and use parts of stories and other sources to show that they know and understand key features of events.** | |
| I can ask simple questions about the past.  I know we can find out about the past by using different types of evidence and can explain what some of these are.  I can use different sources (including artefacts, pictures, photographs, written and oral sources) to find out about the past and answer simple questions.  I can choose and use parts of stories to show my understanding of the key features of significant events. | I can use historical terminology when talking about the past and asking and answering questions.  I can choose the most useful sources of evidence to answer questions.  I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences. |

**Moor First School: Progression of Skills in History (KS2)**

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|  | **Year 3** | **Year 4** |
| **Historical knowledge and understanding of chronology.** | **Develop chronologically secure knowledge and understanding of British, local and world history.**  **Establish clear narratives within and across the periods they study.** | |
| I can make some  connections with features of other periods I have studied when I talk or write  about the past.  I can talk about several themes, societies, events and significant people covered in local, national and global history.  I can place a number of events, objects, themes and people from topics I have studied on a timeline. I am beginning to use dates and/or period labels and terms related to my topic and the passing of time. | I show some understanding of what things were like before and after the period I am studying when I talk or write about the past.  I can demonstrate an overall awareness of historical themes, societies, events and people from local, national and global history.  I can place historical periods I have studied as well as information about my topic  on a timeline, using some dates, period labels and terms. |
| **Understanding historical concepts.**  . | **Address and devise historically valid questions about change, cause, similarity and difference, and significance.**  **Note connections, contrasts and trends over time.** | |
| I can describe some similarities, differences and changes within the historical period I am studying.  I can suggest reasons for people’s actions and events and how the effects have influenced life today.  I can describe in detail some of the most significant features, events and/ or people of the time period I am studying. | I can describe the main similarities, differences and changes within and between periods and societies I have learned about and give reasons for those changes.  I can comment on the importance of causes and effects for some of the key events and developments within my topics.  I can suggest which people and causes and consequences of change are more important.  I can explain why some aspects of historical accounts, themes or periods are significant. |
| **Historical Enquiry**  . | **Construct informed responses that involve thoughtful selection and organisation of relevant historical information.**  **Develop appropriate use of historical terms.**  **Understand how our knowledge of the past is constructed from a range of sources.**  **Address and devise historically valid questions about change, cause, similarity and difference, and significance.** | |
| I can compare sources of evidence and comment on their usefulness and accuracy.  I can ask my own relevant questions to find out about the past and begin to carry out my own research to answer them.  I can answer historical questions by looking at a range of different sources in more detail.  I can give reasons for my ideas and state my own conclusions.  I use and understand appropriate historical vocabulary and am beginning to use some dates in my answers. | I understand why it is important to use different sources and can compare them to help me to identify reliable information.  I can investigate different accounts of historical events and suggest some reasons why the accounts may be different.  I can ask a range of relevant questions to find out about a particular theme or event.  I can give well rounded and organised written answers with clear conclusions, supported by evidence and reasons.  I am more confident to use historical vocabulary to communicate my ideas and I make good use of dates.  I can carry out historical enquiries about aspects of life or key events through careful selection and organisation of relevant historical information and present my findings. |

**Moor First School: Progression of Skills in History (KS1 & KS2)**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Historical knowledge and understanding of chronology.** | **Know where people and events fit within a chronological framework.**  **Develop an awareness of the past, using common words and phrases relating to the passing of time.** | | **Develop chronologically secure knowledge and understanding of British, local and world history.**  **Establish clear narratives within and across the periods they study.** | |
| I can recall and describe some relevant events, people and themes from the past.  I can sequence a few events, objects or pieces of information on a timeline.  I can describe some of the changes that have happened to me in my own lifetime.  I understand and can use a range of time words including: old, new, before, after, now, later, past and present. | I can include more detail when I talk or write to describe events, people and themes from the past.  I can sequence a number of objects or events related to my history topic on an annotated timeline.  I understand securely and can use a wider range of time vocabulary including: earliest, latest, future, century, newest, oldest and modern to show the passing of time. | I can make some  connections with features of other periods I have studied when I talk or write  about the past.  I can talk about several themes, societies, events and significant people covered in local, national and global history.  I can place a number of events, objects, themes and people from topics I have studied on a timeline. I am beginning to use dates and/or period labels and terms related to my topic and the passing of time. | I show some understanding of what things were like before and after the period I am studying when I talk or write about the past.  I can demonstrate an overall awareness of historical themes, societies, events and people from local, national and global history.  I can place historical periods I have studied as well as information about my topic  on a timeline, using some dates, period labels and terms. |
| **Understanding historical concepts.**  . | **Identify similarities and differences between ways of life in different periods.**  **Study changes within living memory.**  **Study significant events and the lives of significant individuals who contributed to national and international achievements.** | | **Address and devise historically valid questions about change, cause, similarity and difference, and significance.**  **Note connections, contrasts and trends over time.** | |
| 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 make some comments about why people did things or why events happened and what happened as a result of these.  I can explain why a person or event was significant. | I can point out some similarities and differences  between aspects of life at different times in the past.  I can identify more than one cause and effect of an event in my history topic.  I can identify a range of significant aspects of a theme or period and explain why I think they are historically important.  I can describe the life of a significant individual from the past, explaining why they are historically important and why they acted as they did. | I can describe some similarities, differences and changes within the historical period I am studying.  I can suggest reasons for people’s actions and events and how the effects have influenced life today.  I can describe in detail some of the most significant features, events and/ or people of the time period I am studying. | I can describe the main similarities, differences and changes within and between periods and societies I have learned about and give reasons for those changes.  I can comment on the importance of causes and effects for some of the key events and developments within my topics.  I can suggest which people and causes and consequences of change are more important.  I can explain why some aspects of historical accounts, themes or periods are significant. |
| **Historical Enquiry**  . | **Ask and answer questions.**  **Use a wide vocabulary of everyday historical terms.**  **Understand some of the ways in which they find out about the past and identify different ways in which it is represented.**  **Choose and use parts of stories and other sources to show that they know and understand key features of events.** | | **Construct informed responses that involve thoughtful selection and organisation of relevant historical information.**  **Develop appropriate use of historical terms.**  **Understand how our knowledge of the past is constructed from a range of sources.**  **Address and devise historically valid questions about change, cause, similarity and difference, and significance.** | |
| I can ask simple questions about the past.  I know we can find out about the past by using different types of evidence and can explain what some of these are.  I can use different sources (including artefacts, pictures, photographs, written and oral sources) to find out about the past and answer simple questions.  I can choose and use parts of stories to show my understanding of the key features of significant events. | I can use historical terminology when talking about the past and asking and answering questions.  I can choose the most useful sources of evidence to answer questions.  I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences. | I can compare sources of evidence and comment on their usefulness and accuracy.  I can ask my own relevant questions to find out about the past and begin to carry out my own research to answer them.  I can answer historical questions by looking at a range of different sources in more detail.  I can give reasons for my ideas and state my own conclusions.  I use and understand appropriate historical vocabulary and am beginning to use some dates in my answers. | I understand why it is important to use different sources and can compare them to help me to identify reliable information.  I can investigate different accounts of historical events and suggest some reasons why the accounts may be different.  I can ask a range of relevant questions to find out about a particular theme or event.  I can give well rounded and organised written answers with clear conclusions, supported by evidence and reasons.  I am more confident to use historical vocabulary to communicate my ideas and I make good use of dates.  I can carry out historical enquiries about aspects of life or key events through careful selection and organisation of relevant historical information and present my findings. |