



History Progression of Skills Assessment Grid

	Year 1	Year 2
Learning	<ul style="list-style-type: none"> <input type="checkbox"/> place known events and objects in chronological order (chronological understanding) <input type="checkbox"/> sequence events and recount changes within living memory (chronological understanding) <input type="checkbox"/> use common words and phrases relating to the passing of time (chronological understanding) <input type="checkbox"/> understand key features of events (understanding of events, people and changes) <input type="checkbox"/> identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) <input type="checkbox"/> relate his/her own account of an event and understand that others may give a different version (historical interpretations) <input type="checkbox"/> find answers to some simple questions about the past from simple sources of information (historical enquiry) <input type="checkbox"/> describe some simple similarities and differences between artefacts (historical enquiry) <input type="checkbox"/> sort artefacts from 'then' and 'now' (historical enquiry) <input type="checkbox"/> ask and answer relevant basic questions about the past (historical enquiry) <input type="checkbox"/> talk, draw or write about aspects of the past (organisation and communication) 	<ul style="list-style-type: none"> <input type="checkbox"/> speak about how he/she has found out about the past (organisation and communication) <input type="checkbox"/> record what they have learned by drawing and writing (organisation and communication) <input type="checkbox"/> show an awareness of the past, using common words and phrases relating to the passing of time <input type="checkbox"/> 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 <input type="checkbox"/> use a wide vocabulary of everyday historical terms <input type="checkbox"/> 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] <input type="checkbox"/> show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented <input type="checkbox"/> describe changes within living memory and aspects of change in national life <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> describe significant historical events, people and places in his/her own locality
	Year 3	Year 4
Learning	<ul style="list-style-type: none"> <input type="checkbox"/> use an increasing range of common words and phrases relating to the passing of time (chronological understanding) <input type="checkbox"/> describe memories of key events in his/her life using historical vocabulary (chronological understanding) <p style="text-align: center; color: purple;">Refer to End of Key Stage 2 objectives below for context</p>	<ul style="list-style-type: none"> <input type="checkbox"/> place some historical periods in a chronological framework (chronological understanding) <input type="checkbox"/> use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) <input type="checkbox"/> communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) <input type="checkbox"/> use historic terms related to the period of study (chronological understanding) <input type="checkbox"/> understand that sources can contradict each other (historical interpretations) <input type="checkbox"/> use a variety of resources to find out about aspects of life in the past (historical enquiry) <p style="text-align: center; color: purple;">Refer to End of Key Stage 2 objectives below for context</p>

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