



Skills Progression for History



Strand	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven
Finding Out About the Past (Enquiry)	Talk about and share experiences of the past and present.	Compare aspects of the present with the past and describe simple similarities and differences.	Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.	Use a range of information to ask and answer questions about the past.	Answer questions about the past selecting information from a wide range of sources.	Select, combine and present information from more than one source.	Use sound evidence to support enquiry and conclusions.
	Talk about and describe artefacts from the past and present.	Analyse and interpret artefacts from the past and present.	Use key evidence to support judgements and reasoning made about aspects of the past.	Use interpretations, pictures and written sources to build a picture about the past.	Identify different ways in which people have represented and interpreted the past.	Make a reasoned judgement about the validity of the different representations of the past.	Use appropriate terminology and methods to present information about the past.
	Identify changes that have taken place within living memory. (linked to national life)	Give reasons for and describe changes that have taken place within living memory. (linked to national life)	Compare differing accounts of the same historical event.	Give reasons why peoples' account of the same event may be different.	Talk about and give reasons for an event being interpreted in a range of different ways.	Recognise some of the strengths and limitations in terms of archaeological evidence. <i>Talk about why some written sources may give a negative view or account</i>	Pursue historically valid enquiries including some they have framed themselves. Create relevant, structured and evidently support accounts. Identify how and why contrasting arguments and
				Identify if an account is giving a positive or negative view of historical events.	Give reasons for negative and positive views and accounts in		



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					written sources of information.		interpretations of the past have been constructed.
<p>Finding Out About the Past (Chronology)</p>	<p>Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.</p> <p>Talk about own life and those of people I know.</p> <p>Place objects and events within experience, in time order.</p>	<p>Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Talk about events, places and people beyond living memory.(National or Global)</p> <p>Place objects, people and events beyond own experiences in time order.</p>	<p>Talk with increasing accuracy and detail about events, places and people beyond living memory.</p> <p>Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Place a range of objects, people and events beyond own experiences in time order.</p>	<p>Use dates and historical terms to describe historical periods,</p> <p>Describe how the past has been divided into different periods of time.</p> <p>Use the terms BC and AD to locate dates of invasion and occupation.</p> <p>Explain reasons for placing objects, people and events in a particular order.</p>	<p>Describe the key characteristics and features of a range of different periods of history.</p> <p>Describe changes that have taken place within and across historical periods.</p> <p>Use historical terms effectively to describe periods within history.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD.</p>	<p>Compare and contrast features of historical periods identifying similarities and differences.</p> <p>Describe and analyse the impact of change within and between periods in the past.</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing</p>	<p>Extend and deepen chronological knowledge and understanding of British, local and world history.</p> <p>Analyse and evaluate the cause and effect of changes that took place in the past.</p> <p>Describe the ways in which different types of historical sources are used rigorously to make historical claims.</p>



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						and evaluating historical periods.	
Historical Events	Talk about events in my life and the lives of people I know.	Talk about events and the lives of people beyond living memory. (Own locality)	Talk about and describe, in simple terms features of key events and people in the past. Compare similar events from the present and past. Talk about the impact of events on the lives of the people of the time.	Describe features of historical events beyond living memory. Identify common themes and features. Explain and give reasons for events in the present and past	Describe a range of different features of key historical events. Compare and contrast events from different historical periods, e.g. Victorians and 1960's. Talk about the impact of events on different groups within society at that time	Describe features of past events and make links between them. Interpret and evaluate a key historical event from more than one perspective or view point. Support evaluations with a range of evidence from a range of sources	Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. Understand and explain the reasons for, and results of, key historical events. Support evaluations with a range of effective evidence from a range of appropriate sources.
Lifestyles of People in the Past	Talk about and describe my home and the way I live, e.g. day to day life, things I do, my	Talk about similarities and differences between my life and that of others. Describe similarities and differences	Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc.	Compare and contrast the ways of life of people from different historical periods. Compare and describe features of life	Identify and describe features and characteristics of past societies. Compare and describe the characteristics of a range	Describe and make links between a range of past societies. Analyse and give reasons for the characteristics of a range of	Gain an understanding of the development of Church, state and society in Medieval Britain 1066-1509, then 1509-1745. Describe the ideas, political



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	house, my family etc.	between the lives of people.	Describe and give reasons for similarities and differences between the lives of people. Describe the changes and differences in lifestyle in the past and present.	now and in the past beyond living memory. Describe and give reasons for the changes and differences in lifestyle in the past and present	of significant groups from the past, e.g. Romans, Anglo-Saxons etc. Compare and analyse the factors that caused change in the past. Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement due to war or famine.	significant groups from the past, e.g. Aztecs and Mayans etc. Describe and give reasons for the beliefs held by different societies in the past. Compare and contrast the distinctive features of past societies.	power, industry and empire: Britain, 1745-1901. Compare and contrast challenges for Britain, Europe and the wider world 1901 to the present day, including studying the Holocaust.
Significant Historical People	Talk about important people in my life and those of people I know (relate to significant individuals in the past e.g.	Talk about important people beyond living memory using a range of historical vocabulary. (National and International	Talk about and describe events in the life of a well-known historical person. Describe key events in their life from a range of sources of information.	Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Queen Elizabeth I,	Use a range of sources of information to find out about significant historical people from a key historical period, e.g. Charles Darwin and	Use a wide range of evidence to compare and analyse the lives of significant historical people from the same	Conduct an in depth local study. Describe a significant society or issue in world history and its interconnections with other



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	Walter Rayleigh)	achievements)	Talk about the actions of, and events in the life of a well-known historical person.	Florence Nightingale. Identify and describe key events in their life from a range of sources of information. Talk about and give reasons for the actions of, and events in the life of a well-known historical person.	Queen Victoria. Compare and contrast a range of information about a significant historical person.	historical period. Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods.	world developments. Use appropriate evidence sources to identify how people's lives have been shaped by people and events.
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