**Elworth CE Primary School**

**History Skills Progression Grids**

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| **NC Link** | **End of KS1** | **End of Lower KS2** | **End of Upper KS2** |
| **Chronological understanding:** | * I know where the people and events I have studied fit on a basic timeline.
* I can tell you a few similarities and differences between ways of life at different times.
* I can put a few objects/ events in order.
 | * I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history using AD, BC
* I can tell you a range of similarities/ differences between different times in the past in the periods covered so far.
* I can put some artefacts in chronological order.
* I am beginning to use place value in the context of timelines
 | * I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC & AD.
* I can tell the story of events within and across the time periods I have studied.
* I can identify specific changes within and across different periods over a long arc of development.
* I can use place value in the context of timelines.
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| **Communication and organisation:** | * I can give more than one cause of an event and give a reason why people in the past acted as they did.
* I can use common words & phrases relating to the passing of time.
 | * I can give a few reasons for and the results of the main events and changes of a time studied.
* I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.
* I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.
* I can explain what I have learned in an organised and structured way, using the correct historical terminology.
* I can use historic terms such as AD, BCE, era, past, civilisation and ancient.
 | * I understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time.
* I can discuss trends over time
* I can see the relationship between different periods and the legacy or impacts for me and my identity.
* I can explain what I have learned in an organised and structured way, using the correct historical terminology.
* I can use historic terms related to the period I am studying.
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| **Historical enquiry:** | * I understand some of the ways in which we find out about the past.
* I can tell you a few ways in which the past has been presented or described.
* I can ask and answer questions, choosing & using parts of stories and other sources of information to show I know and understand key features of artifacts or events.
 | * I can describe how the past can be represented or interpreted in a few different ways.
* I can answer and sometimes devise my own historically valid questions.
* I can use one or more sources of information to help me ask and answer questions about the past in sentences.
 | * I can explain that the past can be represented or interpreted in many different ways.
* I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.
* To use sources of information in ways that go beyond simple observations to answer historically valid questions about the past.
* I can devise my own historically valid questions.
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| **Knowledge of people, places and events:** | * I can name a few people, places or events in the past that have contributed to local, national and international achievements.
* I can tell you about some of the people or events from my work.
 | * I can name a few people, places and events in the past who have contributed to local, national and international achievements.
 | * I know how our knowledge of the past is constructed from a range of sources.

 * I carefully select and organise relevant historical information from a range of historical sources of information.
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| **Historical interpretation:** | * I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know using everyday historical terms.

(In living memory)* I can observe and compare evidence in artifacts and pictorial resources.
 | * I can present recalled or selected information in a variety of ways using specialist terms.
* I understand that sources can contradict each other.
* I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.
 | * I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods eg. century, decade.
* I can make connections, comparisons and contrasts eg. change, cause, similarity, difference, and significance.
* I confidently use and apply mathematical skills when placing events in chronological order, using place value, negative numbers etc.
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