

Glynwood Primary School - History Skills Progression Map

The following is a list of skills which every Glynwood pupil should encounter during their History studies. These 'I can' statements have been created to include the listed skills for EYFS, Key Stage 1 & Key Stage 2 in the National Curriculum. Use these statements to assess whether the children 'have met' or 'have not met' the age-related skills for their year group.

EYFS	<p>I am beginning to talk about past and present events in my own life. I am beginning to talk about past and present events in the lives of my family members. I am beginning to identify the similarities and differences of: myself, others, among families, communities and traditions. I am beginning to recount events that are significant to me. I am beginning to show an interest in sources such as photographs and artefacts to help me understand. I am beginning to express myself by using past, present and future forms when talking about events that have happened or are to happen in the future. I am beginning to give my own opinion/narrative/explanation by connecting ideas or events.</p>				
	Chronology	Historical Enquiry	Interpretation	Communicating, Organising & Presenting	Comparing Past & Present
<p>Year 1 As a Historian:</p>	<p>I am beginning to place objects, people and events in chronological order. AUTUMN 2 SPRING 2</p> <p>I am beginning to sequence and recount changes that have happened within living memory. SPRING 2</p> <p>I am beginning to recognise and communicate changes beyond my living memory. AUTUMN 2 SPRING 2 SUMMER 1</p> <p>I am beginning to use common words and phrases relating to the passing of time. (e.g. First, Next, Then) AUTUMN 2 SPRING 2</p>	<p>I am beginning to show some understanding of how people find out about the past. SPRING 2</p> <p>I am beginning to ask questions such as: What was it like for ...? What happened? How long ago? AUTUMN 2 SPRING 2 SUMMER 1</p> <p>I am beginning to answer questions by using different sources such as: stories, an information book, sources or pictures. AUTUMN 2 SPRING 2 SUMMER 1</p> <p>I am beginning to use sources to find out about significant historical events, people and places in my locality. AUTUMN 2 SUMMER 1</p> <p>I can observe and handle artefacts with interest. AUTUMN 2 SUMMER 1</p>	<p>I am beginning to understand and identify different ways that the past is represented. SPRING 2</p>	<p>I am beginning to use drama/role play to recount significant individuals and events from the past. SPRING 2</p> <p>I am beginning to use historical terms/vocabulary in my explanations/work. SPRING 2 SUMMER 1</p> <p>I can find out something about the past by talking to an older person (when appropriate). AUTUMN 2</p> <p>I can use simple ways of recording my learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus. AUTUMN 2 SPRING 2 SUMMER 1</p>	<p>I can identify similarities and differences between past and present in my own and other people's lives. AUTUMN 2</p> <p>I can describe some simple similarities and differences between artefacts. AUTUMN 2</p> <p>I am beginning to identify and talk about the different ways the past is represented. SPRING 2</p> <p>I am beginning to talk about how actions change the way we do things today. SPRING 2</p>

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Year 2 As a Historian:	<p>I can place objects/people and events in chronological order. SUMMER 2</p> <p>I can recount changes that have happened in my living memory in chronological order. SUMMER 2</p> <p>I can recognise and communicate changes beyond my living memory. SPRING 1/ SUMMER 2</p> <p>I can use common words and phrases relating to the passing of time. (e.g. First, Next, Then) AUTUMN 2/SPRING1/SUMMER2</p> <p>I am beginning to label timelines with pictures, words or phrases and give reasons for their order. SPRING 1/ SUMMER 2</p>	<p>I can ask questions such as: What was it like for...? What happened? How long ago? AUTUMN 2/SPRING1/SUMMER2</p> <p>I can answer questions using specific sources such as an information booklet, artefact or picture to show my understanding. AUTUMN 2/SPRING1/SUMMER2</p> <p>I am beginning to use research and use resources to find out about the life of a significant figure, place or historical event (of my locality) from the past. SUMMER 2</p> <p>I understand and can talk about how people use evidence to find out about the past. (prehistory) SPRING1</p>	<p>I can understand and identify different ways that the past is represented. E.g fact vs fiction, books, diaries, stories. SPR1</p> <p>I can identify what type of evidence is reliable when finding out about the past. SPR1</p> <p>I am beginning to form my own opinion. SPR1/ SUM2</p> <p>I can give a recount of historical people or events with support. AUT2/SPR1/ SUM2</p>	<p>I can recount my knowledge of significant individuals and events from the past through storyboards, descriptive writing and labelling diagrams. AUTUMN 2/SPRING 1/ SUMMER 2</p> <p>I can use some historical terms and vocabulary in my explanations and work. AUTUMN 2/SPR 1/ SUMMER 2</p>	<p>I can identify similarities and differences of past events. AUTUMN 2/SPRING 1/ SUMMER 2</p> <p>I can identify and talk about the different ways the past is represented. SPRING1</p> <p>I can explain what impact that significant events/people from the past have had on the way we live today. AUTUMN 2 SPRING1/ SUMMER 2</p> <p>I can explain how people or events in history have changed things nationally or internationally. AUTUMN 2 SPRING1/ SUMMER 2</p> <p>I can explain why someone in the past acted in the way they did. AUTUMN 2 SPRING1</p> <p>I can connect my new learning of historical people or events to others that I have learnt about before. (GDS) AUTUMN 2/ SUMMER 2</p>

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<p>Year 3</p> <p>As a Historian:</p>	<p>I am beginning to sequence key years or dates on historical timeline. SPRING 1 SPRING 2</p> <p>I can sequence significant events, people or artefacts on a timeline with some guidance. AUTUMN 2 SPRING 2</p> <p>I am beginning to understand the concept of change over time, representing this on a timeline. SPRING 1</p>	<p>I am beginning to devise historical questions about the past including change, similarity, difference and significance. 'Is this similar to?' and 'What is the significance of....?' AUTUMN 2 SPRING 1 SPRING 2</p> <p>I am beginning to give informed responses using relevant historical information. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can use a range of sources to inform my understanding of how the past is constructed. AUTUMN 2 SPRING 2</p> <p>I am beginning to use the library and ICT for research. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can select and organise relevant information to help my understanding. AUTUMN 2 SPRING 2</p>	<p>I can identify and understand the different ways that the past is represented. E.g. <i>Reliability, fact vs fiction, opinion</i>. AUTUMN 2 SPRING 1</p> <p>I can form my own opinion and I'm beginning to give reasons to support my thinking. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can give an accurate recount of historical events. AUTUMN 2</p> <p>I can look at 2 versions of the same event and make comparisons between the accounts. AUTUMN 2</p>	<p>I am beginning to use writing and computing skills to communicate and present my knowledge of significant individuals and events from the past. SPRING 2</p> <p>I can use some historical terms and vocabulary in my explanations and work. AUTUMN 2 SPRING 1 SPRING 2</p>	<p>I am beginning to explain how significant events, places or people from our past have helped shape our lives today (nationally or internationally). SPRING 2</p> <p>I can identify similarities and differences of past events and compare it to present day. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can explain the causes of an historical event and what the consequences were. AUTUMN 2 SPRING 2</p> <p>I can connect my new learning of historical people or events to others that I have learnt about before. (GDS)</p>

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Year 4 As a Historian:	<p>I can chronologically order key years/dates on timeline. SPRING 1</p> <p>I can sequence significant events, people or artefacts on a timeline. SUMMER 1 SUMMER 2</p> <p>I am continuing to develop my understanding of the concept of change over time, representing this, along with dates and evidence, on a timeline. SUMMER 2</p> <p>I am beginning to use more complex historical vocabulary (19th, 20th, 21st, century, decade, AD, BC, etc.) SPRING 1 SUMMER 1 SUMMER 2</p>	<p>I am continuing to develop my ability to devise historical questions about the past including change, cause, similarity, difference and significance. <i>Is this similar to? and 'What is the significance of....?' Did Cause...?'</i> SPRING 1 SUMMER 1 SUMMER 2</p> <p>I am continuing to develop my ability to give informed responses that involve selecting and organising relevant historical information such as suitable sources/ resources. SPRING 1 SUMMER 1 SUMMER 2</p> <p>I am beginning to identify the difference between Primary and Secondary sources of information. SUMMER 1 SUMMER 2</p> <p>I can use more than one source of evidence in order to gain a more accurate understanding of how the past is constructed. SUMMER 1 SUMMER 2</p> <p>I can use my research skills to find out facts about the time period I am studying. SPRING 1 SUMMER 1 SUMMER 2</p>	<p>I can identify sources, explain how they represent the past and how they can contradict each other. E.g. reliability, fact vs fiction, opinion. SUMMER 1 SUMMER 2</p> <p>I can give my own opinion and give reasons to support my thinking. SPRING 1 SUMMER 1 SUMMER 2</p> <p>I can give an accurate recount of historical events and suggest why certain events happened as they did in history. SUMMER 1 SUMMER 2</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. SUMMER 2</p> <p>I am beginning to identify connections, contrasts and trends over time. SUMMER 2</p> <p>I can explain the causes of an historical event and what the consequences were. SUMMER 1 SUMMER 2</p>	<p>I can discuss and choose the most appropriate way to present my historical findings/information from a given range, including clear written narratives. SPRING 1 SUMMER 1 SUMMER 2</p> <p>I can discuss and select the most appropriate historical terms/vocabulary to use in my explanations/work. SUMMER 1 SUMMER 2</p> <p>I am beginning to use abstract terms. E.g. empire, invasion and civilisation. SPRING 1 SUMMER 1 SUMMER 2</p>	<p>I am developing an understanding of the social, cultural and religious concepts of past societies. SPRING 1 SUMMER 1</p> <p>I can explain how events from the Roman Empire have helped shape/impact our lives/Britain today. (local, regional, national and international history) SUMMER 1 SUMMER 2</p> <p>I can explain how events/achievements from the Early Islamic Civilisation have influenced Britain. SPRING 1</p> <p>I can identify similarities and differences of past events and compare it to present day. SUMMER 1 SUMMER 2</p> <p>I can connect my new learning of historical people or events to others that I have learnt about before. SUMMER 2</p>

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Year 5 As a Historian:	<p>I can place my current study on a timeline in relation to other studies. AUTUMN 2 SPRING 2</p> <p>I can place local, national and international events on a timeline. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can sequence key events, people and artefacts of a time studied and explain the chronology and how they relate to one another on a timeline. AUTUMN 2 SPRING 1</p> <p>I can use relevant terms and period labels. (such as century, era, decade, BC, AD, Anglo-Saxons, Vikings and Tudors.) AUTUMN 2 SPRING 1 SPRING 2</p> <p>I am continuing to develop my understanding of the concept of change over time, representing this, along with dates and evidence, on a timeline. SPRING 1 SPRING 2</p>	<p>I can analyse and evaluate the usefulness and accurateness of sources. SPRING 1 SPRING 2</p> <p>I can identify the difference between Primary and Secondary sources of information. SPRING 1 SPRING 2</p> <p>I can devise historical questions about the past including change, cause, similarity, difference and significance. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can give informed responses that involve selecting and organising relevant historical information such as suitable sources/ resources. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can use more than one source of evidence in order to gain a more accurate understanding of how the past is constructed. AUTUMN 2 SPRING 1</p> <p>I can use different methods of research to find out facts about the time period I am studying. AUTUMN 2 SPRING 1 SPRING 2</p>	<p>I can identify sources, explain how they represent the past and how they can be used to persuade and manipulate. SPRING 1 SPRING 2</p> <p>I can give my own opinion and give reasons to support my thinking. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can give an accurate recount of historical events and suggest why certain events happened as they did in history. SPRING 1</p> <p>I can accurately describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. SPRING 1 SPRING 2</p> <p>I can make connections and contrasts between different time periods studied and talk about trends over time. SPRING 2</p>	<p>I can confidently discuss and choose the most appropriate way to present my historical findings from a given range, including the use of accurate dates and vocabulary. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can use the most appropriate historical terms in my explanations/work. SPRING 1 SPRING 2</p> <p>I can use abstract terms with increasing confidence. E.g. empire, invasion and civilisation. SPRING 1 SPRING 2</p>	<p>I can make connections and describe how some historical events/periods have had an impact on life today. AUTUMN 2 SPRING 1</p> <p>I can identify similarities and differences, cause and consequence and significance of past events and compare it to present day. SPRING 1</p> <p>I can explain how some aspects of history/historical events have shaped Britain and how Britain has influenced/been influenced by the wider world. AUTUMN 2 SPRING 2</p> <p>I am beginning to explain some of the significant aspects of the history of the wider world. SPRING 2</p> <p>I am continuing to develop my understanding of the social, military, cultural and religious concepts of past societies. SPRING 1</p>

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Year 6 As a Historian:	<p>I can confidently sequence local, national and international historical events and how they relate to one another on a timeline with accuracy. SPRING 1 SPRING 2</p> <p>I can accurately place historical events, people and artefacts on a timeline using dates and historical terms/descriptions. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can place my current study on a timeline in relation to other studies. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can use relevant terms and period labels accurately. SPRING 1 SPRING 2</p>	<p>I can confidently identify the difference between Primary and Secondary sources of information. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can confidently devise historical questions about the past including change, cause, similarity, difference and significance. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information such as suitable sources/ resources. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can confidently identify, analyse and select appropriate evidence from a range of suitable sources. SPRING 1 SPRING 2</p> <p>I can confidently use different methods of research to find out facts about the time period I am studying. AUTUMN 2 SPRING 1 SPRING 2</p>	<p>I can evaluate the usefulness of sources, give accurate explanations on how they represent the past and why they are interpreted this way. SPRING 1 SPRING 2</p> <p>I can give my own opinion and give plausible explanations to support my thinking. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can give an accurate recount of historical events and suggest why certain events happened as they did in history. SPRING 1 SPRING 2</p> <p>I can make connections and contrasts between different time periods studied and talk about trends over time. SPRING 1 SPRING 2</p> <p>I can understand the concept of propaganda and can identify examples in historical sources. SPRING 1 SPRING 2</p>	<p>I can independently choose the most appropriate way to present my historical findings including the use of accurate dates and vocabulary. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can use the most appropriate historical terms in my explanations/work. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can use abstract terms with increasing confidence. E.g. empire, invasion and civilisation. SPRING 1 SPRING 2</p>	<p>I can identify similarities and differences, cause and consequence, continuity and change, and significance of past events and compare it to present day. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change. SPRING 2</p> <p>I can understand and explain how some aspects of the significant events have shaped Britain and how Britain has influenced/been influenced by the wider world. AUTUMN 2 SPRING 1 SPRING 2</p> <p>I can confidently identify significant aspects of World history. SPRING 1 SPRING 2</p> <p>I am continuing to develop my understanding of the social, military, political and cultural concepts of past societies. SPRING 1 SPRING 2</p> <p>I can make connections and describe how some historical events/periods have had an impact on life today. AUTUMN 2 SPRING 1 SPRING 2</p>