

North Baddesley Junior School

Historical Skills Progression

	Year 3	Year 4	Year 5	Year 6
Chronology	<p>I can use a timeline to sequence events and dates.</p> <p>I can work out how long ago events in recent and local history would have happened.</p>	<p>I can use a timeline within a specific time in history to set out the order things may have happened.</p> <p>I can work out how long ago events would have happened and round up time differences into centuries and decades.</p> <p>I can begin to recognise and quantify the different time periods that exists between different groups.</p>	<p>I can place periods of history (including recent history) on a timeline showing periods of time and using centuries.</p> <p>I can use my mathematical skills to work exact time scales and differences as need be.</p> <p>I can begin to build up a picture of what main events happened in Britain/the world during different centuries.</p>	<p>I can say where a period of history/event fits on a timeline by decade/century/millennium.</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework.</p>
Historical terms	<p>I can describe events and periods using simple words and phrases e.g. BCE, AD, decade, ancient, gods, Neolithic.</p>	<p>I can describe events and periods using more complex words and phrases e.g. century, invaders & settlers, empire, archaeologist.</p>	<p>I can use dates and complex historical language in my work e.g. democracy, legacy, hoplite, steerage, archaic.</p>	<p>I can gain and deploy more abstract historical terms such as reform, poverty, parliament, allegory, revolution etc.</p>
Concepts	<p>I can suggest why certain events happened as they did in history.</p> <p>I can begin to picture what life would have been like for the early settlers.</p> <p>I can understand the impact that certain events have had on our locality.</p>	<p>I can, through research, identify similarities and differences between given periods in history.</p> <p>I can recognise that Britain has been invaded by several different groups over time.</p> <p>I can suggest why certain events happened as they did in history, using evidence.</p> <p>I can suggest why certain people acted as they did in history.</p>	<p>I can describe historical events from the different period/s they are studying/have studied.</p> <p>I can make comparisons between historical periods, explaining things that have changed and things which have stayed the same.</p>	<p>I can explain features of historical events and people from past societies and periods they have studied.</p> <p>I can recognise and describe differences and similarities/changes and continuity between different periods of history, and suggest reasons/justification for these.</p>
Significance	<p>I can explain how events from the past have helped shape our lives today.</p> <p>I can recognise how events shaped the lives of those at the time.</p>	<p>I can explain the impact that events from the past have had on our lives today.</p> <p>I can begin to appreciate why Britain would have been an important country to have</p>	<p>I can begin to appreciate that how we make decisions has been through a democracy for some time.</p> <p>I can appreciate that significant events in history</p>	<p>I can summarise how Britain has had a major influence on world history.</p> <p>I can appreciate that significant persons in history have helped shape the country we have today.</p>

		invaded and conquered. I can understand the impact significant persons in history have had.	have helped shape the country (and wider world) we have today.	I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.
Enquiry	I can recognise the part that archaeologists have had in helping us understand more about what happened in the past. I can use various sources of evidence to answer questions and interpret the past. I can research a specific event from the past to then write about this.	I can recognise the part that archaeologists have had in helping us understand more about what happened in the past and how we can learn from it. I can use various sources to piece together information about a period in history and use them to write about historical information. I can research two versions of an event or person and say how they differ.	I can deduce how historical artefacts have helped us understand more about lives in the present and past. I can use various sources to help me learn about the past, whilst questioning their reliability. I can give more than one reason to support an historical argument. I can communicate knowledge and understanding orally and in writing.	I can look at more than one version of an event and say how the author may be attempting to persuade or give a specific viewpoint. I can describe a key event from evidence from different sources. I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.
Perspective	I can understand the differences in a period of time between certain groups of people e.g. rich and poor.	I can understand the development of Christianity in Britain and explain why many converted.	I can understand and empathise with how experiences of historical events differed between social classes and genders.	I can interpret and empathise with different viewpoints regarding an historical event, and explain for and against arguments.