



# King George V Primary School

## Curriculum Skills Progression Map

### Subject Area: History

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>I can sequence some events or 2 related objects in order.</p> <p>I can use words and phrases: old, new, young, days, months</p> <p>I can remember parts of stories and memories about the past</p>	<p>I can recount changes in own life over time.</p> <p>I can put 3 people, events or objects in order using a given scale.</p> <p>I can use words and phrases such as recently, before, after, now, later.</p> <p>I can use past and present when telling others about an event.</p>	<p>I can use timelines to place events in order.</p> <p>I can understand timeline can be divided into BC and AD.</p> <p>I can use words and phrases: century, decade.</p>	<p>I can use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>I can divide recent history into present, using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p>I can name and place dates of significant events from past on a timeline.</p>	<p>I can use timelines to place and sequence local, national and international events.</p> <p>I can sequence historical periods.</p> <p>I can describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>I can identify changes within and across historical periods.</p>	<p>I can use timelines to place events, periods and cultural movements from around the world.</p> <p>I can use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>I can use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>I can describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>I can name and date any significant event studied from past and place it correctly on a timeline.</p>
<b>Knowledge and Understanding of Past Events, People and Changes in the Past</b>	<p>I can tell the difference between past and present in own and other people's lives.</p>	<p>I can use information to describe the past.</p> <p>I can use information to describe differences between then and now.</p>	<p>I can use evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to</i></p>	<p>I can show knowledge and understanding by describing features of past societies and periods.</p> <p>I can identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>I can give reasons why</p>	<p>I can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>I can give some causes and consequences of the main events, situations and changes in the periods studied.</p>	<p>I can choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>I can identify how any of above may</p>

		<p>I can recount the main events from a significant in history.</p> <p>I can use evidence to explain reasons why people in past acted as they did.</p>	<p><i>people</i> <i>Differences between lives of rich and poor</i></p> <p>I can use evidence to find out how any of these may have changed during a time period.</p> <p>I can describe similarities and differences between people, events and objects.</p> <p>I can show changes on a timeline.</p>	<p>changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>I can describe how some of the past events/people affect life today.</p>	<p>I can identify changes and links within and across the time periods studied.</p>	<p>have changed during a time period.</p> <p>I can give own reasons why changes may have occurred, backed up with evidence.</p> <p>I can show identified changes on a timeline.</p> <p>I can describe similarities and differences between some people, events and objects studied.</p> <p>I can describe how some changes affect life today.</p> <p>I can make links between some features of past societies.</p>
<b>Historical Interpretation</b>	<p>I can begin to identify and recount some details from the past from sources (eg. pictures, stories)</p>	<p>I can look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.</p>	<p>I can look at 2 versions of same event and identifies differences in the accounts.</p>	<p>I can give reasons why there may be different accounts of history.</p>	<p>I can look at different versions of the same event and identifies differences in the accounts.</p> <p>I can give clear reasons why there may be different accounts of history.</p> <p>I know that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>I understand that the past has been represented in different ways.</p> <p>I can suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>I know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<b>Historical Enquiry</b>	<p>I can find answers to simple questions about the past from sources of information (eg. pictures,</p>	<p>I can look carefully at pictures or objects to find information about the past.</p>	<p>I can use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p>I understand the difference between primary and secondary sources of evidence.</p> <p>I can use documents, printed sources, the</p>	<p>I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information</p>	<p>I can identify and use different sources of information and artefacts.</p> <p>I can evaluate the usefulness and accurateness of different sources of evidence.</p>

	stories)	<p>I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?',</p> <p>I can estimate the ages of people by studying and describing their features.</p>	<p>I can ask questions such as 'how did people ....? What did people do for ....?'</p> <p>I can suggest sources of evidence to use to help answer questions.</p>	<p>internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>I can ask questions such as 'what was it like for a ..... during .....?'</p> <p>I can suggest sources of evidence from a selection provided to use to help answer questions.</p>	<p>about the past.</p> <p>I can ask a range of questions about the past.</p> <p>I can choose reliable sources of evidence to answer questions.</p> <p>I realise that there is often not a single answer to historical questions.</p>	<p>I can select the most appropriate source of evidence for particular tasks.</p> <p>I can form my own opinions about historical events from a range of sources.</p>
<b>Organisation and Communication</b>	<p>I can show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>	<p>I can describe objects, people and events.</p> <p>I can write simple stories and recounts about the past.</p> <p>I can draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p>	<p>I can present findings about past using speaking, writing, ICT and drawing skills.</p> <p>I can use dates and terms with increasing accuracy.</p> <p>I can discuss different ways of presenting information for different purposes.</p>	<p>I can present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>I can use dates and terms correctly.</p> <p>I can discuss the most appropriate way to present information, realising that it is for an audience.</p> <p>I can use subject specific words such as monarch, settlement, invader.</p>	<p>I can present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I can use dates and terms accurately.</p> <p>I can choose most appropriate way to present information to an audience</p>	<p>I can present information in an organised and clearly structured way.</p> <p>I can make use of different ways of presenting information.</p> <p>I can present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>I can make accurate use of specific dates and terms.</p>