Tollesbury School Belong Discover Achieve		**Skills Progression** **Subject area: History**					
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Chronological understanding		I can recount changes in my own life over time. I can distinguish between past and present. I can identify similarities and differences between different ways of life beyond living memory. I can use words and phrases such as	I can sequence events or artefacts closer together in time. I can identify similarities and differences between different ways of life in different time periods. I can use phrases such as recently, before, after, now, later, x years ago, a long time ago, timeline.	I can place the time studied on a timeline. I can sequence events, people or artefacts on a timeline within the period being studied. I understand BC/AD/BCE/ACE	I can place events from period studied on a time line and use terms related to the period and begin to date events. I can use dates related to the passing of time e.g 19th and 20th century. I can use words and phrases such as century, decade, BCE/ ACE after, before, during.	I can place the current period of study on a time line in relation to other studies. I know and can sequence key events of time studied. I can sequence historical periods. I can compare current studies to other time periods studied. I can use words and phrases such as century, decade, BCE/ACE, after, before, during, era, period.	I can place current study on a time line in relation to other studies. I can use relevant dates and terms. I can use timelines to demonstrate changes and developments in culture, technology, religion and society around the world. I can use words such as social, religious, political, technological, cultural, bias, reliability, legacy.

		old, new, young, days, months, past, present, now, then, future.					
Range and depth of historical knowledge		I can tell the difference between past and present in own and other people's lives from stories about the past.	I can use stories and other information to describe the past. I can use stories and other information to describe the differences between then and now. I can recount main events from a significant time in history and demonstrate knowledge of significant individuals in the past.	I can use information to describe the past. I can use information to describe differences between then and now. I can recount main events from a significant period in history. I can use evidence to explain reasons why people in the past acted in the way that they did.	I can use evidence to reconstruct life in time studied. I can identify the key features and events of time studied. I can offer reasonable explanation for some events.	I can study different aspects of different people and differences between men and women. I can examine causes and results of great events and the impact on people. I can compare life in early and late 'times' studied. I can compare an aspect of life with the same aspect in another period.	I know key dates, characters and events of time studied. I can give reasons why events occurred backed up by evidence. I can describe how some changes affect life today. I can make links between some features of past societies.

			I can identify differences between ways of life at different times.				
Interpretations of history		I can use stories to distinguish between fact and fiction. I am beginning to identify different ways to represent the past (e.g photos, stories, adults talking about the past)	I can compare pictures or photographs of people or events in the past. I can discuss the reliability of photos, accounts and stories. I am able to identify different ways to represent the past.	I can identify and give reasons for different ways in which the past is represented. I can distinguish between different sources and evaluate their usefulness. I can look at different versions of the same event and identify differences.	I can look at the evidence available and give reasons why there might be different accounts of history. I can evaluate the usefulness of different sources. I can use text books and historical knowledge.	I can compare accounts of events from different sources. I can give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others.	I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations- fact or fiction and opinion. I am aware that different evidence will lead to different conclusions. I can confidently use the library and internet for research.

Historical Enquiry		I can sort artefacts into then and now. I can ask and answer questions related to different sources and objects.	I can use a range of sources to find out about a period and observe and record differences. I am beginning to be able to use the library for research. I am able to ask and answer questions. I can suggest sources of evidence to use to help answer questions.	I can use a range of sources to find out about a period of time. I can observe details about a period of time being studied. I can select and record information relevant to the study. I can use the library and the internet for research.	I can use evidence to build up a picture of a past event. I can give reasons why there may be different accounts of history. I can choose relevant material to present a picture of one aspect of life. I can ask a variety of questions. I am continuing to build my research skills.	I can begin to identify primary and secondary sources. I can choose the most reliable sources of evidence from a selection provided to answer questions. I understand that there is often not a single answer to historical questions. I can use the internet for research with increasing confidence.	I can recognize primary and secondary sources. I can use a range of sources to find out about an aspect of time past. I can form my own opinions about historical events from a range of sources and evaluate its usefulness. I can bring knowledge gathered from several sources together in a fluent account.

Organisation and Communication		I can describe people, objects and events. I can write simple stories and recounts about the past. I can draw labelled diagrams and write about them to tell others about people, events and objects from the past.	I can use dates and terms with increasing accuracy. I can discuss different ways of presenting information for different purposes and audiences.	I can use dates and terms with increasing accuracy.	I can present findings about the past. I can use dates and terms correctly. I can discuss the most appropriate way to present information, realising that it is for an audience. I can use subject specific words.	I can present structured and organised findings about the past. I can use dates and terms accurately. I can choose the most appropriate way to present information to an audience.	I can select and organise information to produce structured work, making appropriate use of dates and terms. I can present information in the most appropriate way. I can make accurate use of specific dates and terms. I can use extended writing.