

## Progression of skills - History

	Pre- Encounter	Encounter	Engage	Participate	Foundation	Developing	Assured
Chronological Understanding	<ul style="list-style-type: none"> <li>I can recognise events from my own experience</li> <li>I can begin to recognise special times or events for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence events in my life</li> <li>I can talk about past and present events in my own life and in the lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>I can put up to three objects in chronological order (recent history)</li> <li>I can use words and phrases like: old, new and a long time ago</li> <li>I can tell others about things that happened when they were little</li> <li>I can recognise that a story that is read to them may have happened a long time ago</li> <li>I can understand that some objects belonged to the past and match objects to people of different ages</li> <li>I can explain how they have changed since they were born</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence artefacts/ photographs etc. closer together in time</li> <li>I can use words and phrases like: before I was born, when I was younger</li> <li>I can use phrases and words like: before, after, past, present, then and now- in my historical learning</li> <li>I can use the words past and present correctly</li> <li>I can use a range of appropriate words and phrases to describe the past</li> <li>I can sequence a set of events in chronological order and give reasons for their order</li> </ul>	<ul style="list-style-type: none"> <li>I can describe events and periods using the words: BC, AD and decade</li> <li>I can describe events from the past using dates when things happened</li> <li>I can use a timeline within a specific time in history to set out the order things may have happened</li> <li>I can sequence several events or artefacts</li> <li>I can use my mathematical knowledge to work out how long ago events in recent and local history would have happened</li> </ul>	<ul style="list-style-type: none"> <li>I can describe events from the past using dates when things happened</li> <li>I can describe events and periods using the words: ancient and century</li> <li>I can use a timeline within a specific time in history to set out the order things may have happened</li> <li>I can use my mathematical knowledge to work out how long ago event would have happened and to round up time differences into centuries and decades</li> <li>I can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain</li> </ul>	<ul style="list-style-type: none"> <li>I can place periods of history on a timeline showing periods of time</li> <li>I can use my mathematical skills to work exact time scales and differences as need be</li> <li>I can use dates and historical language in my work</li> <li>I can begin to build up a picture of what main events happened in Britain/ the world during different centuries</li> <li>I can plot recent history on a timeline using centuries</li> <li>I can use dates and historical language in my work</li> </ul>
Knowledge and interpretation	<ul style="list-style-type: none"> <li>I have a concept of significant relationships</li> <li>In pretend play, I can imitates everyday actions and events from my own family and cultural background, e.g. making and drinking tea</li> <li>I am beginning to recognise that some things have changed and so are different</li> </ul>	<ul style="list-style-type: none"> <li>I am developing an understanding of growth, decay and changes over time</li> <li>I can make observations of animals and plants and explain why some things occur and talk about changes</li> <li>I know and can recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>I can appreciate that some famous people have helped our lives be better today</li> <li>I can begin to identify the main differences between old/ new objects and past/ present</li> <li>I can understand that we have a queen who rules us and that Britain has had a king or queen for many years</li> <li>I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later</li> <li>I can recognise that we celebrate certain events because of what happened many years ago</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my local area was different in the past</li> <li>I can recount some interesting facts from a historical event, such as where the fire of London started</li> <li>I can explain why Britain has a special history by naming some famous events and some famous people</li> <li>I can explain why someone in the past acted in the way they did</li> </ul>	<ul style="list-style-type: none"> <li>I can appreciate that the early Brits would not have communicated as we do or have eaten as we do – begin to make comparisons</li> <li>I can begin to picture what life would have been like for the early settlers</li> <li>I can suggest why certain events happened as they did in history</li> <li>I can begin to picture what life would have been like for the early settlers</li> <li>I can explain how events from the past have helped shape our lives</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that Britain has been invaded by several different groups over time</li> <li>I can suggest why certain events happened as they did in history. I can explain how events from the past have helped shape our lives I can begin to appreciate why Britain would have been an important country to have invaded and conquered</li> <li>I can appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past</li> <li>I can begin to evaluate the usefulness and reliability of different sources</li> </ul>	<ul style="list-style-type: none"> <li>I can describe historical events from the different period/s they are studying/ have studied</li> <li>I can make comparisons between historical periods: explaining things that have changed and things which have stayed the same</li> <li>I can begin to appreciate that how we make decisions had been through a Parliament for some time</li> <li>I can appreciate that significant events in history have helped shape the country we have today</li> <li>Can I gain a good understanding as to how crime and punishment has changes over the years</li> </ul>

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<p>Historical enquiry</p>	<ul style="list-style-type: none"> <li>○ I am curious about people and shows an interest in stories about myself and my family.</li> <li>○ I can comment on pictures and stories relating to myself</li> <li>○ I can explore similarities, differences and change</li> <li>○ I show an interest in different occupations and ways of life</li> </ul>	<ul style="list-style-type: none"> <li>○ I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world</li> <li>○ I can look closely at similarities, differences, patterns and change</li> <li>○ I enjoy joining in with different customs and routines</li> </ul>	<ul style="list-style-type: none"> <li>○ I can spot old and new things in a picture</li> <li>○ I can answer questions using an artefact/ photograph provided</li> <li>○ I can give plausible explanation about what an object was used for in the past</li> <li>○ I can find out more about a famous person from the past and carry out some research on him or her</li> </ul>	<ul style="list-style-type: none"> <li>○ I can answer questions using a range of artefacts/ photographs provided</li> <li>○ I can answer questions by using a specific source, such as an information book</li> <li>○ I can research the life of a famous Briton from the past using different resources to help</li> <li>○ I can research about a famous event that happens in Britain and why it has been happening for some time.</li> <li>○ I can research the life of someone who used to live in their area using the Internet and other information sources</li> </ul>	<ul style="list-style-type: none"> <li>○ I can recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> <li>○ I can use various sources of evidence to answer questions</li> <li>○ I can research a specific event from the past to then write about it</li> </ul>	<ul style="list-style-type: none"> <li>○ I can recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> <li>○ I can use various sources to piece together information about a period in history</li> <li>○ I can use my 'information finding' skills in writing to help them writing to help them write about historical information</li> <li>○ I can, through research, identify similarities and differences between given periods in history</li> <li>○ I can research to versions of an event and say how they differ</li> </ul>	<ul style="list-style-type: none"> <li>○ I can appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> <li>○ I can give more than one reason to support an historical argument</li> <li>○ I can give more than one reason to support an historical argument</li> <li>○ I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out</li> </ul>
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