

**SOMERVILLE PRIMARY SCHOOL**  
**HISTORY**  
**Progression of Skills**

	Chronological understanding	Knowledge and interpretation	Historical enquiry	Historical vocabulary	Historical concepts
<b>Foundation Stage 2</b>	<ul style="list-style-type: none"> <li>I am beginning to develop chronological understanding</li> <li>I know the difference between a long time ago and now</li> <li>I can compare modern and old</li> <li>I can compare 2 different objects</li> <li>I know my life is different from the lives of people in the past</li> <li>I am beginning to show an understanding of time</li> </ul>	<ul style="list-style-type: none"> <li>I can look/ touch objects from the past and comment on their appearance.</li> <li>I can tell the past is different from today.</li> <li>I can look at the differences between long ago and now.</li> <li>I can give you my view on why something happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to ask questions about the past/ artefacts.</li> <li>I may be able to guess what artefacts are, or what they are used for.</li> <li>I can compare old and new objects.</li> <li>I can find the answers to simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use words such as yesterday and past</li> <li>I am beginning to use words we have learnt in our history lessons.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to understand how things change over time.</li> <li>I can recall some simple facts about an event.</li> <li>I can give 1 cause of an event.</li> </ul>
<b>Key Stage 1</b>	<ul style="list-style-type: none"> <li>I know where the people and events I have studied fit onto a basic timeline</li> <li>I can tell you similarities and differences between the ways of life in different times</li> <li>I can name a few people in the past who have a significant achievement</li> <li>I can order a few events.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall key facts about my learning.</li> <li>I have developed an awareness of the past and can comment on what or how I found things out. (using sources)</li> <li>I can tell you a few ways how the past has been documented (e.g. poster, image, diary, newspaper, artefacts etc.).</li> <li>I understand the importance of basing my ideas on evidence (using sources)</li> <li>I am developing the skills of presenting an idea and asking questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse artefacts.</li> <li>I can ask questions.</li> <li>I can use a source find the answer to a question.</li> <li>I can use sources to show my understanding of historical events/ or important people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>I know key vocabulary we have learnt in our history lessons.</li> <li>I can talk about a different period of time and compare it to now.</li> <li>I can explain why events or people are important</li> </ul>	<ul style="list-style-type: none"> <li>I can identify similarities and differences between different times.</li> <li>I can tell you about some of the people or events I have learnt about.</li> <li>I can give more than one cause of an event and give reasons why people in the past acted as they did.</li> <li>I can explain why the event or person is significant.</li> </ul>

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<p><b>Lower Key Stage 2</b></p>	<ul style="list-style-type: none"> <li>• I understand that the past is split into different periods of time and know some of these key dates.</li> <li>• I can place events, people and changes in British, local and world history on a timeline using dates, BC or AD.</li> <li>• I can put artefacts/ information in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall key facts about my learning.</li> <li>• I can tell you a few ways how the past has been documented and interpreted (e.g. poster, image, diary, newspaper, artefacts etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• I can use sources to answer questions.</li> <li>• I can answer and ask historical questions.</li> <li>• I know that not all sources are reliable.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use key words we have learnt in our history lessons.</li> <li>• I use the facts I have learnt within my work.</li> <li>• I can describe events, periods of time, changes over time or famous people using facts to help me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give a few reasons why an event happened and the changes that occurred during that period of time.</li> <li>• I can make connections or contrasts between time periods or events.</li> <li>• I can explain the similarities and differences between time periods.</li> </ul>
<p><b>Upper Key stage 2</b></p>	<ul style="list-style-type: none"> <li>• I show a coherent chronological knowledge and understanding of Britain's past and the wider world.</li> <li>• I show a sure knowledge and understanding of local, national and global history.</li> <li>• I can give details of events within different time periods.</li> <li>• I can identify changes over a period of time.</li> <li>• I can describe connections, contrasts and trends over a short period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall key facts about my learning.</li> <li>• I can tell you a few ways how the past has been documented and interpreted (e.g. poster, image, diary, newspaper, artefacts etc.).</li> <li>• I am aware of different views about people and events and can give reasons why different versions of the past exist.</li> <li>• I can evaluate and carefully select from a range of historical sources to find relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand methods of historical enquiry (knowing how evidence is used to make historical claims).</li> <li>• I can answer and ask historical questions.</li> <li>• I can evaluate a range of sources.</li> <li>• I can say whether a source is reliable or not.</li> <li>• I know that our knowledge of the past comes from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use key historical terms (eg. Century or decade)</li> <li>• I can use relevant historical vocabulary within my work.</li> <li>• I can use key facts within my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the changes that have occurred throughout different time periods.</li> <li>• I understand how people's lives and society has changed due to events and changes through time.</li> <li>• I can discuss trends over time.</li> <li>• I understand how events have impacted my life.</li> </ul>
<p><b>Greater Depth</b></p>	<ul style="list-style-type: none"> <li>• I can make links between different periods of history.</li> <li>• I can explain how one time period affects another</li> </ul>	<ul style="list-style-type: none"> <li>• I can suggest reasons for different interpretations of events, people and changes.</li> <li>• I can begin to describe and explain different historical interpretations of events, people and changes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can judge the value of sources and identify those that are useful for answering questions.</li> <li>• I can use a range of sources to support and evidence my own views.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use accurate dates and vocabulary within my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make links between events or significant people.</li> <li>• I understand that there are different types of causes to an event.</li> <li>• I can explain the links between a variety of causes/results of an event.</li> <li>• I may be able to explain the most significant cause of an event.</li> </ul>