

## HISTORY SKILLS ASSESSMENT PROGRESSION STATEMENTS

<b>EYFS Early Learning Goals</b>	<b>Understanding the World:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
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STATEMENT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Use appropriate vocabulary and presentation methods</b> when communicating ideas about history.	Use terms such as ‘then’ ‘now’ ‘past’ ‘present’ ‘future’ when communicating about events.	Recognise that dates are used to identify time in the past and use these when communicating about events.	Place dates chronologically along a timeline and identify main events, people and changes that occurred in eras studied.	Begin to communicate ideas and concepts using different methods, including dates.	Convey ideas in a structured way, using dates and specialist terms as appropriate.	Make appropriate use of dates and specialist terms, and choose the best way to communicate ideas, explaining why.
<b>Describe changes</b> that have happened over time, understanding why these have happened.	Identify and describe changes which happened between two time periods (one could be present day).	Understand the immediate cause of an event and explain how life was different afterwards.	Give reasons for and explain the immediate results of main events and changes, using cause and effect.	Begin to identify and describe changes which have taken place over time and understand that changes can be gradual.	Identify and describe cultural and societal changes which have occurred over time, and give reasons for these.	Understand and explain the impact of cultural and societal changes, justifying opinions with evidence.
<b>Make connections</b> between events that occurred in the same time period and across different time periods understanding chronology.	Chronologically sequence events studied and make simple comparisons between life now and that of a period in the past.	Describe how events within a time period are linked and compare with present day events.	Describe and explain how events within a time period are linked and how these are similar to or different from chronologically adjacent periods.	Describe and explain links between events within a time period and their legacy, and compare these with events from other periods studied.	Make links between past societies and periods, understanding how and why these were made and the impact they had on future time periods.	Identify trends in history, understanding why these occurred and any impact they had on future time periods.
Use their knowledge to <b>discuss and evaluate the past</b> , formulating and refining questions and lines of enquiry.	Ask relevant questions about the historical events or people being studied.	Formulate questions about sources based on knowledge of the event.	Formulate questions based on their current knowledge and suggest sources to use to answer these.	Use current knowledge to suggest answers to a given hypothesis and formulate questions to investigate this.	When given a hypothesis, suggest appropriate lines of enquiry and additional questions.	Form a testable hypothesis about the past and evaluate this using appropriate lines of enquiry, adapting this when required.
<b>Think critically</b> about historical evidence and sources, understanding how and why people interpret the past in different ways.	Describe information obtained from looking at different sources.	Compare the information gained from different sources and explain what sources tell us.	Understand the difference between primary and secondary sources and the validity of these.	Compare and contrast a range of sources which give information about the same event or person.	Understand the concept of propaganda from a range of sources and how this affected historical events.	Explain how events, people and changes have been interpreted in different ways by sources and suggest reasons for this.

