

Allendale Primary School History Skills Progression

Year group	Skills	Greater depth
EYFS	<ul style="list-style-type: none"> • Can they talk about past and present events in their own lives and in the lives of their family? • Can they order and sequence familiar events? • Can they use every day language related to time? 	<ul style="list-style-type: none"> • Can they ask questions about past events or the lives of people in their family? • Can they make predictions about the future?
Year 1	<ul style="list-style-type: none"> • Can they put at least 3 pictures/ artefacts or events in chronological order (recent history)? • Can they use words and phrases such as old, new, a long time ago, before and after with accuracy? • Can recount personal history and events or changes that have happened? • Can they recognise that story may have happened a long time ago? • Do they know that some objects belong to the past? • Can they retell a familiar story set in the past in chronological order? 	<ul style="list-style-type: none"> • Can they ask relevant questions using a range of artefacts/ photographs provided? • Can they find out more about a person or event from the past through their own research?
Year 2	<ul style="list-style-type: none"> • Can they identify some ways that people have impacted upon our lives? • Can they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Can they begin to identify objects from the past and the main differences between old and new objects? 	<ul style="list-style-type: none"> • Can they research the past using multiple sources to find relevant information and summarise the key points?
Year 3	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? • Can they find out more about a person or event from the past from a given source? 	<ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?
Year 4	<ul style="list-style-type: none"> • Can they research what it was like for a person in a given period from the past using primary and secondary sources? • Can they give more than one reason to support an historical argument? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ?

Year 5	<ul style="list-style-type: none"> • Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? • Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? 	<ul style="list-style-type: none"> • Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?
Year 6	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? • Can they identify and explain their understanding of propaganda? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?