

Progression Map for: History skills LKS2

	Year 3	Year 4
<b>Chronological understanding</b>	I can use a time line to place events I have found out about.	I can use a time line to place events I have found out about both in this country and abroad.
	I understand that a time line can be divided into BC and AC	I understand that a time line can be divided into periods BC
	I can divide recent history into the present, using 21 <sup>st</sup> Century, and the past using 19 <sup>th</sup> and 20 <sup>th</sup> centuries.	I can talk about the past in terms of periods e.g. Egyptian, Roman
	I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.	I realise that Ancient means thousands of years ago;
	I use phrases such as <b>century, decade, before Christ, after Christ, before, during</b> to describe the passing of time.	

	Year 3	Year 4
<b>Knowledge and understanding of past events, people and changes in the past</b>	Children understand some of the key characteristics of the period being studied	With help, I choose reliable sources of factual evidence to describe houses/settlements/culture/leisure activities/clothes/ ways of life/ buildings/ beliefs of the people in the past.
	Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies.( They tend to describe rather than explain and tend to speak about the society as if everyone felt the same)	With help, I choose reliable sources of factual evidence to show how the lives of the rich and poor people from the past differed.
	I can use evidence to describe the houses/ settlements/ clothes/ ways of life/ culture/ leisure activities/ attitudes and beliefs from the past.	I can describe some similarities and differences between some people, events and objects that I have studied.
		I can describe how some of the things I have studied from the past affect today.

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<b>Historical interpretation</b>	I have looked at two versions of the same event in history and I have identified differences in the accounts.	I have looked at different versions of the same event in history and can identify differences in the accounts.
	I give reasons why there may be different accounts of history.	I know that people both now and in the past represent events or ideas in a way that persuades others.
		Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past.

	Year 3	Year 4
<b>Historical Enquiry</b>	I use documents, printed sources, internet, databases, pictures, music, and artefacts to collect evidence about the past.	I use documents, printed sources, internet, databases, pictures, music, and artefacts to collect evidence about the past.
	I ask "what was it like for... during...?"	I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.
	I suggest sources of evidence to help me answer questions.	

	Year 3	Year 4
<b>Cause and consequence</b>	Analysing actions of people in historical settings; focusing only on what one person wanted.	Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action
	Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people	Realises that events usually happen for a combination of reasons

	Year 3	Year 4
<b>Organisation and communication</b>	I can show understanding through oral answers and simple recording devices such as speech bubbles, annotations;	Can use appropriate ways of communicating their understanding;
	My answers contain some simple period-specific references	Answers are structured and provide supporting evidence for statements made
	I can write in simple and accurate, sequenced, sentences when narrating what happened in the past;	I use dates and historical terms.
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