

Progression Map for: History skills UKS2

	Year 5	Year 6
<b>Chronological understanding</b>	I use a time line to place events, periods and cultural movements I have found out about from all around the world.	My time lines use the following key periods as reference points for my descriptions of the past: BC (Ancient Greeks, Egyptians or Maya) AD (Romans, AD 43) Anglo-Saxons (AD 1485) Today (1939.....)
	I use a time line to demonstrate changes and developments in culture, technology, religion and society.	I can describe the main changes in a period in history. (using words such as <a href="#">social</a> , <a href="#">religious</a> , <a href="#">technological</a> and <a href="#">cultural</a> )
	I can name the date of any significant event from the past that I have studied and place it on the right place on the time line.	I can name the date of any significant event from the past that I have studied and place it on the right place on the time line.
	.I can use words and phrases such as <a href="#">period</a> , <a href="#">century</a> , <a href="#">decade</a> , <a href="#">AD</a> , <a href="#">BC</a> <a href="#">before</a> , <a href="#">after</a> and <a href="#">during</a> when describing the passing of time.	.I can use words and phrases such as <a href="#">era</a> , <a href="#">period</a> , <a href="#">century</a> , <a href="#">decade</a> , <a href="#">AD</a> , <a href="#">BC</a> <a href="#">before</a> , <a href="#">after</a> and <a href="#">during</a> when describing the passing of time.

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<b>Knowledge and understanding of past events, people and changes in the past</b>	I give my own reasons why changes have occurred, backed up by evidence I have researched.	I can describe similarities and differences between
	I choose reliable sources of factual evidence to describe houses/settlements/ culture/ leisure activities/clothes/ ways of life/buildings/ beliefs of people from the past.	Children understand that people's experiences varied depending on status
		Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing

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<b>Historical interpretation</b>	I know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.	I evaluate evidence, which helps me to choose the most reliable forms.
	I give clear reasons why there may be different accounts of history.	I know that people both in the past and now, including myself have a point of view and that this can affect interpretation of the past.
		I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

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<b>Historical Enquiry</b>	I use documents, printed sources, the internet, pictures, photographs, artefacts and visits to sites to collect evidence about the past.	I use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts and visits to sites to collect evidence about the past.
	I ask my own questions about what life was like during a specific period in history.	I ask my own questions about what life was like during a specific period in history.
	I choose reliable sources of evidence to help me answer those questions.	I choose reliable sources of evidence to help me answer those questions.

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<b>Cause and consequence</b>	Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;	I give my own reasons why changes may have occurred, backed up by evidence I have researched.
		Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration;
		Explain an event with reference to abstract ideas such as long and short-term or events building up;

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<b>Organisation and communication</b>	My answers are structured and provide supporting evidence for statements made	When appropriate I understand the need to refer to dates and to see importance of lengths of time e.g. when describing cause
	I am able to see two sides of a question and can offer arguments on both sides	I am able to make subtle distinctions within a period being studied, and I realize danger of overgeneralizing
	I have a widespread use of period specific detail to make the work more convincing and authentic;	I can use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people thin

