

MPJS Progression of History Skills from Year 3 to Year 6 (these are assessed using the Target Tracker assessment software)

	By the end of KS1 pupils should be able to...	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge	<p>I can show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.</p>	<p>I can use an increasing range of common words and phrases relating to the passing of time.</p> <p>I can describe memories of key events in his/her life using historical vocabulary.</p>	<p>I can place some historical periods in a chronological framework.</p> <p>I can use historic terms related to the period of study.</p>	<p>I can use dates to order and place events on a timeline.</p>	<p>I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.</p> <p>I can note connections, contrasts and trends over time and show some use of historical terms.</p>
Historical Concepts	<p>I can discuss the lives of significant people in the past who have contributed to national and international achievements and</p>	<p>I can describe changes in Britain from the Stone Age to the Iron Age.</p> <p>I can describe a local history study.</p>	<p>I can describe the Roman Empire and its impact on Britain.</p> <p>I can describe the achievements of the earliest civilizations and a deeper</p>	<p>I can give some reasons for some important historical events.</p> <p>I can describe Britain's settlement by Anglo-Saxons</p>	<p>I can describe a local history study.</p> <p>I can describe a study of Ancient Greek life and achievements and their influence on</p>

	use some to compare aspects of life in different periods.		knowledge of one of them. I can describe a study of an aspect or theme in British history beyond 1066.	and Scots. I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. I can describe a study of an aspect or theme in British history beyond 1066.	the western world. I can describe a non-European society that provides contrasts with British history.
Interpretations and Enquiry	<p>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.</p> <p>I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>I can confidently ask and answer questions and use parts of sources to show that I know and understand key events.</p> <p>I can confidently show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>I can confidently describe changes</p>	<p>I can use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>I can use a variety of resources to find out about aspects of life in the past.</p> <p>I can understand that sources can contradict each other.</p>	<p>I can compare sources of information available for the study of different times in the past.</p> <p>I can make comparisons between aspects of periods of history and the present day.</p> <p>I can understand that the type of information available depends on the period of time studied.</p>	<p>I can use evidence to support arguments.</p> <p>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p>

	<p>I can describe changes within living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory that are significant nationally or globally.</p> <p>I can describe significant historical events, people and places locally.</p>	<p>within living memory and aspects of change in national life.</p> <p>I can confidently describe events beyond living memory that are significant nationally or globally.</p> <p>I can confidently describe significant historical events, people and places locally.</p>		<p>I can evaluate the usefulness of a variety of sources.</p>	<p>I can make confident use of a variety of sources for independent research.</p>
Organisation and Communication	<p>I can use a wide vocabulary of everyday historical terms.</p> <p>I can speak about how I have found out about the past.</p> <p>I can record what I have learned by drawing and writing.</p>	<p>I can confidently use a variety of historical terms.</p> <p>I can confidently speak about what I have learnt about the past.</p> <p>I can confidently record what I have learnt through drawing and writing.</p>	<p>I can explain what I have learned in an organised and structured way, using appropriate terminology.</p>	<p>I can present findings and communicate knowledge and understanding in different ways.</p> <p>I can provide an account of a historical event based on more than one source.</p>	<p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

