

National Curriculum	Progression of Skills	WTS	EXS	GDS
Chronology - understand significant historical events, people and places in their own locality.	Can create a simple timeline to sequence processes, events, objects within their own experiences	Can order 2 or 3 events from within their own experiences	Can create a simple timeline to sequence processes, events, objects within their own experiences	Understands that dates can be used to represent periods of History. Knows significant dates relating to the topic taught
	Can confidently use vocabulary associated with the past, e.g. old and new, then and now	Can use the vocabulary of first, next and last to describe the order of events studied	Can confidently use vocabulary associated with the past, e.g. old and new, then and now	Begins to use phrases to compare periods of time, e.g. before, after
Characteristic Features - know where the people and events they study fit within a chronological framework	Can recognise that buildings, clothing, transport, technology could be different in the past	Can recognise that change has happened between periods of time	Can recognise that buildings, clothing, transport, technology could be different in the past	Can recognise characteristics and features of a person or key period taught
	Can show awareness of significant features not seen today	Can begin to understand that things from the past may not exist today Beginning to understand why changes are made	Can show awareness of significant features not seen today	Beginning to use language specific to the time period during History lessons
Continuity and Change - identify similarities and differences between ways of life in different periods	Can match old objects to people or situations from the past, e.g. now and then	Can identify objects, people or situations that happened in the past, e.g. then	Can match old objects to people or situations from the past e.g. now and then	Beginning to understand that the past is more than one period, e.g. not just now and then, but then and then.
	Can describe how some aspects of life today differ from the past using simple historical vocabulary	Can describe how aspects of life differ from the past	Can describe how some aspects of life today differ from the past using simple historical vocabulary	

Cause and Consequence - understand changes within living memory	Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions	Can explain how a person from the past acted	Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions	can give explanations for why a person acted the way they did and discuss the consequences of those actions from more than one point of view
Historical Significance – understand events beyond living memory that are significant nationally	Can recognise and describe special times or events for family and friends	Can recognise special times or events for friends and families	Can recognise and describe special times or events for family and friends	Is beginning to understand why events within our History are important
Historical Interpretation - understand the lives of significant individuals who have contributed to national achievements	Can identify and talk about different accounts of real historical situations	Can identify and is beginning to discuss an account of real historical situations	Can identify and talk about different accounts of real historical situations	Is beginning to use sources to help identify different accounts of real historical situations
Historical Enquiry - be aware of common words and phrases linking to the passing of time	Can talk about similarities and differences between two or more sources using simple historical terms	Can talk about similarities and differences between periods of time	Can talk about similarities and differences between two or more sources using simple historical terms	Can use sources to help find the answer to a question given
	Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts, etc	Can tell the story of the period of time studied, e.g. can re-tell the story of the Titanic sinking	Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts, etc	Can clearly explain how or why events within the time period studied happened
Ask and answer questions	Can ask and answer relevant questions	Can answer relevant questions	Can ask and answer relevant questions	Is beginning to ask and can answer 2 part historical questions

Use parts of a story to show they understand key features of events	Can use parts of a story to understand key features of events	Can tell the story of the period of time studied, e.g. can re-tell the story of the Titanic sinking	Can use parts of a story to understand key features of events	Can clearly explain how or why events within the time period studied happened
---	---	--	--	--

Question Expectations:

WTS – Simple sentence to explain their thinking, answers may be scribed and **extension sentence could be prompted**

e.g. I think the Titanic was a disaster because lots of people died. **It did not have enough lifeboats.**

EXS – a couple of sentences to explain their thinking, focusing on the same view point

e.g. I think the Titanic was a disaster because it sank when it hit the iceberg. I think it was disaster because lots of people died and there were not enough lifeboats.

GDS – a short paragraph explaining more than one viewpoint.

e.g. I think the Titanic sinking was a disaster because lots of people died because there were not enough lifeboats. I think the Titanic was a triumph because it was the nicest ship built. The third class cabins were nicer than some different boats first class.