

History skills map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology 	I can sequence photographs from different parts of my life. I can match objects to people of different ages. I can recognise an event took place in the past/in my past	• I can identify past events, present events, older and newer • I can recognise their lives are different from the past • I can recount changes that have occurred in their lifetime • I can use dates where appropriate	• I can place artefacts on a timeline - I can sequence events and historical figures on a timeline - I can organise historical events from the past, outside of living memory.	• I can use the term chronological order to describe • I can begin to place events in chronological order • I can begin to develop understanding of duration • I can discuss some links with other civilisations and time periods • I can use dates and terms to describe events • I can understand BC and AD	• I can understand the term chronology and I can use it to describe historical timeframes • I can accurately place a variety of historical dates in chronological order. • I can calculate time durations • I can discuss many links with other civilisations and time periods studied. • I can understand concept of change over time. • I have a secure understanding of AD and BC.	• I can understand the concepts of continuity of change over time, representing on a timeline • I can describe the main geopolitical changes of a period of history using correct terms • I can use dates and terms accurately when describing events	• I can understand the concepts of continuity of change over time, representing on different forms of timeline • I can identify links with other periods of study, demonstrating global perspective • I can describe the main technological, social and religious changes of a period of history using correct terms

Investigate and interpret the past 	I can recognise the difference between past and present in their own and others' lives or through stories. I can describe an event or family member from their past that is important to remember	•I can describe artefacts/ photos/ evidence from the past - I can ask a question about an item from the past •I can use artefacts, pictures, stories, online sources etc to find out about some facts about the past •Answer questions based on simple observation •I can identify what is the same and what is different about the item from the past to today.	•I can observe or handle evidence to ask questions about an object or event •I can use artefacts, pictures, stories, online sources etc to find out about some facts about the past •I can answer questions based on simple observation using artefacts, photos or books •I can identify different ways the past is represented	•I can ask valid questions about a source •I can make conclusions about the past using artefacts and different sources •I can begin to give reasons for and results of events and changes	•Make deductions about the past from a source •Use more than one source of evidence at once •Understand primary and secondary sources and how they're different •I can give reasons for and results of events and changes	•I can begin to describe different accounts for an historical event, explaining some of the reasons why accounts may differ •I can suggest causes and consequences of some main events and changes in history •Begin to select sources •I can understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this.	•I can describe different accounts for an historical event, explaining some of the reasons why accounts may differ •I can suggest causes and consequences of a main event in local history and changes for the people •I can show understanding that aspects of the past have been represented in different ways •I can use sources of evidence to form deductions
Communicate about the past 	I can talk about past and present events in their own lives and in the lives of family members.	•I can use words and phrases to describe similarities and differences between now and the past •I can show knowledge and understanding of aspects of the past within living memory	•I can use words and phrases to describe passing of time •I can show knowledge and understanding of aspects of the past beyond living memory •I can confidently use topic vocabulary	•I can use appropriate historical vocabulary to communicate including dates, time period, chronology and topic related vocabulary	•I can use appropriate historical vocabulary to communicate including dates, time period, chronology, primary source, secondary source, evidence and topic related vocabulary	•I can use appropriate historical vocabulary to communicate including dates, time period, chronology, primary source, secondary source, evidence, justify, deduce, infer, century, decade, theory, reliability and topic related vocabulary •I can use English, mathematical and Computing skills to an	•I can use appropriate historical vocabulary to communicate including dates, time period, chronology, primary source, secondary source, evidence, justify, deduce, infer, century, decade, legacy, theory, reliability and topic related vocabulary •I can make links between features within and across different

		•I can use topic vocabulary				exceptional standard to communicate information	periods from prior knowledge •I can use original ways to present information and ideas
Historical enquiry 	I can answer 'how' and 'why' questions about their experiences and in response to events in lifetimes or through stories.	•I can identify similarities and differences between ways of life within living memory •I can use a good selection of vocabulary for everyday historical terms •I can begin to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	•I can identify similarities and differences between ways of life in different periods •I can use a wide vocabulary of everyday historical terms •I can to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	•I can develop a chronologically secure knowledge and Understanding of British, local and world history •I can explain the narratives within and across the periods they study •I can identify links between different features of past situations and trends over time •I can use appropriate historical vocabulary	•I can develop a chronologically secure knowledge and understanding of British and local history. •I can explain, in detail, the narratives within and across the periods they study •I can identify links between different features of past situations connections, contrasts and trends over time •I can begin to use historical sources in their responses	•I can develop a secure knowledge of chronology and apply to British, local and world history •I can describing connections, contrasts and trends over time •I can use of accurate historical terms •I can apply a secure knowledge of the past through sources	•I can develop a secure knowledge of chronology and apply to British, local and world history and use it to answer historically valid questions •I can use evidence through sources to explain a clear narrative within and across periods of study •I can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, using sources as necessary.