Grammarsaurus History Skills Progression

Themes

Power

Disciplinary Concepts

- Chronology
- Evidence and Interpretation
- Cause and Consequence
- Change and Continuity
- Similarity and Difference
- Historical Significance

Curriculum Aims

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills Progression

EYFS

Understanding the world

- Talk about the lives of people around them and their role in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books and storytelling.

Grammarsaurus History Skills Progression

KS1









Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life.	I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed over time.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.
I can place explorative events on a timeline.	With support, I can use evidence of explorers lives to ask questions about the past.	I can discuss the causes of exploring and what we found out from exploration.	I can describe changes over a period of time.	I can use pictures and stories to find out about the past and compare different explorations.	I can name significant explorers from the past.
I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.	I can begin to explain why monarchs built castles and what the consequences of these actions were.	I can describe changes and historical events.	I can compare the similarities and differences between different castles.	I can begin to talk about key events of a significant king/queen or castle.
I can place events and artefacts on a timeline.	I can observe or handle some evidence to ask questions and find answers to questions.	I can explain some reasons why certain technology was manufactured.	I can describe how technology has changed and how it has continued over time.	I can use pictures and film footage to find out about technology in the past compared to now.	I can describe and begin to talk about key events of a significant person/time.

Grammarsaurus History Skills Progression

KS1





Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and the historical events they led to.	I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented.	I can describe significant people and events from the past and explain why they are important.
I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name a monarch.

Y3





Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.	I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	With support, I can begin to explain the concept of change over a long period of history.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	I can suggest suitable sources of evidence to find out about significant people/events.
I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can begin to explain the concept of change over a long period of history.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.

Grammarsaurus History Skills Progression

Y4

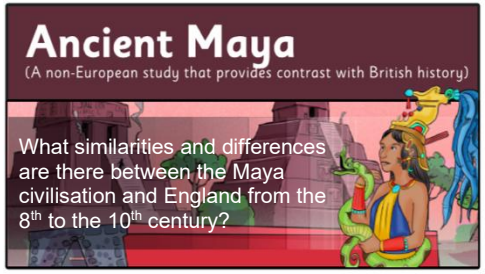




Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).

Y5





Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.	I can describe causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.
I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.	I can describe causes of events and their consequences in Ancient Maya.	I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.	I can compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.

Grammarsaurus History Skills Progression

Y6





Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of World War 2.	I can identify periods of rapid change in history and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.