



Progression in HISTORY Key Stage 2: _____

Skill	Year 3			Year 4		
	Developing	Secure	Exceeding	Developing	Secure	Exceeding
Chronological Understanding	Can they describe events and periods using the words: BC, AD and decade?	Can they use a timeline within a specific time in history to set out the order things may have happened?	Can they set out on a timeline, within a given period, what special events took place?	Can they plot recent history on a timeline using centuries?	Can they place periods of history on a timeline showing periods of time?	Can they use their mathematical skills to help them work out the time differences between certain major events in history?
	Can they describe events from the past using dates when things happened?	Can they use their mathematical knowledge to work out how long ago events would have happened?	Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?		Can they use their mathematical skills to round up time differences into centuries and decades?	Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?
	Can they describe events and periods using the words: ancient and century?					

Knowledge and interpretation	Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?	Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?	Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?	Can they explain how events from the past have helped shape our lives?	Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?	Can they recognise that people's way of life in the past was dictated by the work they did?
	Can they begin to picture what life would have been like for the early settlers?	Can they suggest why certain events happened as they did in history?	Can they appreciate that war/s would inevitably have brought much distress and bloodshed?	Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?	Do they recognise that the lives of wealthy people were very different from those of poor people?	Do they appreciate that the food people ate was different because of the availability of different sources of food?
	Can they recognise that Britain has been invaded by several different groups over time?	Can they suggest why certain people acted as they did in history?	Do they have an appreciation that wars start for specific reasons and can last for a very long time?		Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?	Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?

			Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?			Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?
Historical enquiry	Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?	Can they research a specific event from the past?	Can they begin to use more than one source of information to bring together a conclusion about an historical event?	Can they research two versions of an event and say how they differ?	Can they give more than one reason to support an historical argument?	Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
	Can they use various sources of evidence to answer questions?	Can they use their 'information finding' skills in writing to help them write about historical information?	Can they use specific search engines on the Internet to help them find information more rapidly?	Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?	Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?	

	Can they use various sources to piece together information about a period in history?	Can they, through research, identify similarities and differences between given periods in history?				
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