



History Progression of Skills

Chronology

Year 3	Year 4	Year 5	Year 6
• I can place ages in order of time and understand the meaning of their names. • I can place artefacts within their correct age. • I can place artefacts and historical figures on a timeline using dates. • I can use BCE and CE, with support.	• I can place events, artefacts and historical figures on a timeline using dates. • I can use BCE and CE.	• I can use dates accurately in describing events and people. • I can use dates and terms accurately in describing events and people.	• I can use dates and terms accurately in describing events. • I can describe the main changes in a period of history.

Evidence and Interpretation

Year 3

Year 4

Year 5

Year 6



- 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 suitable sources of evidence for historical enquiry.
- 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 suitable sources for historical enquiry.
- I can begin to discuss the reliability of sources.
- I can suggest more than one suitable source for historical enquiry.

- 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 use sources of information to form a testable hypotheses about the past.

- 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.

Cause and Consequence

Year 3

Year 4

Year 5

Year 6



- I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.
- I can suggest causes and consequences of some of the main events within Ancient Egypt.

- 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 suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.

- I can describe causes of invasion in Britain and what the consequences were.
- I can describe causes of events and their consequences in Ancient Maya.

- I can describe some of the causes and consequences of World War II.

Change and Continuity

Year 3



Year 4



Year 5



Year 6



- I can begin to explain the concept of change over a long period of history, with support.
- I can begin to explain the concept of change over a long period of history.

- I can explain the concept of change over time and represent this with evidence.
- I can explain the concept of change over time, when the Romans arrive in Britain and represent this with evidence.

- 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 explain the concepts of continuity and change over time.

- I can identify periods of rapid change in history and contrast them with times of relatively little change.

Similarity and Difference

Year 3

Year 4

Year 5

Year 6



- I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.
- I can compare the similarities and difference between the new and old kingdoms of Ancient Egypt.

- I can describe the social, ethnic, cultural and religious diversity of the past.
- I can describe the different accounts of a historical event, explaining some of the reasons why the account may differ.

- I can compare similarities and differences between Anglo-Saxon and Viking culture.
- I can compare the similarities and differences between civilisations and cultures.

- I can use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.

Historical Significance

Year 3

Year 4

Year 5

Year 6



- I can suggest suitable sources of evidence to find out about significant people/events.
- 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.

- 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

- 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.

I can describe the characteristics features of the past, including ideas, beliefs, attitudes and new experiences of men, women and children.