



Mabe School
History Progressive Skills Grid

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Chronical Awareness	<p>Pupils can sequence simple pictures within their own experiences.</p> <p>Pupils can begin to use appropriately terminology such as past, then and now.</p>	<p>Pupils can identify similarities and differences between their lives and events studied.</p> <p>Pupils recognise that dates are used to identify when events happened in the past.</p>	<p>Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.</p>	<p>Pupils can describe and compare different periods from the past.</p> <p>Pupils have some awareness of how people's lives have shaped this nation.</p>	<p>Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.</p>	<p>Pupils make appropriate use of dates and specialist terms.</p>
Knowledge and understanding of significant aspects of history.	<p>Pupils can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods.</p>	<p>Pupils can draw simple conclusions and deduce information on the past from pictures and information.</p> <p>Pupils are beginning to give simple reasons why changes occurred in the past.</p>	<p>Pupils have knowledge and understanding of some of the main events, people and changes from the past.</p>	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes.</p> <p>Pupils can make connections between local, regional, national and international history.</p>	<p>Pupils can understand why some civilisations have been successful and why others have not.</p>	<p>Pupils show depth of factual knowledge and understanding of Britain and the wider world.</p> <p>Pupils can identify features and make links between past societies and periods.</p>
Understand historical concepts	<p>Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual.</p>	<p>Pupils can give more than one effect of an event and give simple explanations.</p>	<p>Pupils can give reasons for and results of the main events and changes. Pupils can describe and explain simple concepts such as Cause and effect.</p>	<p>Pupils can understand more complex, abstract concepts.</p>	<p>Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.</p>	<p>Pupils use historical concepts to create their own structured accounts, including written narratives and analyses</p>
Organise, evaluate and communicate information.	<p>Pupils can write simple sentences to describe an event or period of time.</p>	<p>Pupils can describe an event using temporal markers to show structure.</p>	<p>Pupils can identify some of the different ways in which the past is represented.</p>	<p>Pupils can understand that aspects of the past have been represented and interpreted in different ways.</p>	<p>Pupils can evaluate sources and identify those that are useful to the task.</p>	<p>Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting</p>



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	<p>Pupils can obtain ideas about the past from pictures,</p>	<p>Pupils can connect ideas and give simple phrases as to why an event occurred.</p> <p>Pupils begin to understand that information on the past may differ.</p>			<p>Pupils are beginning to make use of dates and terms to structure their work.</p>	<p>arguments and interpretations of the past have been constructed.</p>
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