

LCPS – History Skills Progression

	Change & Continuity	Chronology	Ideas, Beliefs & Attitudes	Causes & Consequences	Representation and Interpretation	Enquiry
N	Past and Present – talk about the lives of people around them, know some similarities and differences between the past and now.					
R	People, Culture and Communities – know some similarities and differences between different communities and countries.					
1		Sequence images, objects or words using terms such as now, then, old and new Uses simple sentences to re-tell events	Spot differences to their own lives	Can use because in explanations	Identify different views of similar events	Can spot clues to answer simple questions about a photo/artefact
2		Uses dates to order changes over time Includes time conventions and specific vocabulary in recounts	Realise not everyone had the same experience - old/young, rich/poor	List causes of an event and understand it leads to changes	Spot the different between different versions of an event	Can combine information from different sources to generate an answer
3	Identify simple similarities and differences between different periods in history	Can sequence events in a narrative including broader terms such as 'Victorian Era'. Sequence events in sentences and begin to include opinions	Compares with today across a range of experiences - old/young, rich/poor	Know that events have more than one cause and explain them	Identify differences between versions of the same event and suggest why	Identify information and make deductions from evidence
4	Compare periods knowing some events are more significant than others.	Sequence events identifying those with more importance than others.	Understand and explain that not everyone lived the same way and explain differences eg. Rich v poor	Explaining causes of events in more detail, not just listing Written work explains rather than lists events using supportive evidence	Understand different interpretations can be caused by gaps in evidence	Begin to compare sources for accuracy and question evidence.
5	Know that some changes are more significant than others, considering the speed of change	Use dates and terms with confidence regarding a period of history, evaluating the importance of events.	Understand how a social group lived: their beliefs, attitudes and ideas.	Prioritising causes of events and making connections between causes Written work is structured with evidence and evaluative including both sides to a question	Understand that versions may be inaccurate as they are created for a particular audience	Compare resources and questions their accuracy/ worthiness
6	Explain the impact of changes/turning points on both the winners and losers	Use dates and terms with confidence making links to different periods in history	Explain the impact of status across a range of ideas and beliefs.	Form an explanation connecting causes by order of importance Written work is structured, evaluative and suggests certainty. Eg. May/might/perhaps	Understand that history has an element of interpretation and this may differ depending on aspect studied eg. Industrialisation v child labour in Victorian era	Consider the reliability of a source by exploring the author and purpose