

Progression of Skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Speak in and understand the use of the past tense Understand that many historical periods are beyond living memory 	<ul style="list-style-type: none"> Sequence artefacts closer together in time and check with a reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on a timeline Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies learnt in other school topics Use relevant dates and terms Sequence up to 10 events on a time line from memory
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past Understand that life in the past was different from today and begin to understand how and why, comparing these differences 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Recognise the difference between past and present in their own and in the lives of other members of their family 	<ul style="list-style-type: none"> Find out about every-day lives of people in time studied Make comparisons with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events Begin to use more sophisticated period-specific vocabulary 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, topic books, websites Discuss events in the past with members of their own family Begin to show an interest in events beyond their own lifetime 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Begin to discuss the limitations of a source 	<ul style="list-style-type: none"> Use a range of physical and written sources in order to find out about a period Observe small details in artefacts, pictures etc. Select and record information relevant to a study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify the differences between primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> Communicate their knowledge through: <ul style="list-style-type: none"> Discussion. Drawing pictures. Drama/role-play. Making models. Writing. Using ICT. 			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. Independently collate and present historical information in a suitable format