

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 artifacts from distinctly different periods of time · Match objects to people of different ages 	<ul style="list-style-type: none"> · Sequence artifacts closer together in time - check with 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 artifacts 	<ul style="list-style-type: none"> · Place events from period studied on timeline · Use terms related to the period and begin to date events · Understand more complex terms eg 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 · Use relevant dates and terms · Sequence up to 10 events on a timeline
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 	<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 	<ul style="list-style-type: none"> · Find out about every day lives of people in time studied · Compare 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 	<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, (see 4a) 	<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. 	<ul style="list-style-type: none"> · Use a range of sources to find out about a period · Observe small details – artefacts, pictures · Select and record information relevant to the 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 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	· Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	· Recall, select and organise historical information · Communicate their knowledge and understanding .	· Select and organise information to produce structured work, making appropriate use of dates and terms.
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