



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 	<ul style="list-style-type: none"> ○ Sequence artefacts 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 time line ○ 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 time line ○ 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 time line in relation to other studies ○ Use relevant dates and terms ○ Sequence up to 10 events on a time line
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 everyday 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 	<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

			<ul style="list-style-type: none"> ○ Look at representations of the period – museum, cartoons etc. 			<ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Discussion. ○ Drawing ○ Pictures ○ Drama/roleplay ○ 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. 	