



## Progression in History Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	Sequence events or objects in chronological order	Sequence artefacts closer together in time.  Sequence events and photos etc from different periods of their life  Describe memories of key events in lives	Place the time studied on a time line  Sequence events or artefacts  Use dates related to the passing of time	Place events from periods studied on a time line  Use terms related to the period and begin to date events  Understand more complex terms e.g. BCE/AD	Place current study on time line in relation to other studies  Know and sequence key events of time studied  Use relevant terms and periods labels  Relate current studies to previous studies  Make comparisons between different times in history	Place current study on a time line in relation to other studies  Use relevant dates and terms  Sequence up to ten events on a time line
<b>Range and Depth of Historical Knowledge</b>	Begin to describe similarities and differences in artefacts  Drama – why people did things in the past  Use a range of sources to find out characteristic features of the past	Find out about people and events in other times  Collections of artefacts – confidently describe similarities and differences  Drama – develop empathy and understanding (hot seating, sp. and listening)	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 had to do something  Study change through the lives of significant people	Use evidence to reconstruct life in time studied Identify key features and events  Look for links and effects in time studied  Offer a reasonable explanation for some events  Develop a broad understanding of ancient civilisations	Study different aspects of life 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	Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  Compare beliefs and behaviour with another period 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  Compare and contrast ancient civilisations

<p><b>Interpretations of History</b></p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>(photos, BBC website)</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Able to identify different ways to represent the past</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness</p> <p>Look at representations of the period</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p>	<p>Compare accounts of events from different sources. Fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confident use of the library etc. for research</p>
<p><b>Historical Enquiry</b></p>	<p>Sort artefacts “then” and “now”</p> <p>Use as wide a range of sources as possible</p> <p>Speaking and listening to ask and answer questions related to different sources and objects</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers</p> <p>Sequence a collection of artefacts</p> <p>Use of time lines</p> <p>Discuss the effectiveness of sources</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library, e-learning for research ask and answer questions</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library, e-learning for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p> <p>Confident use of library, e-learning, research</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathering from several sources together in a fluent account</p>
<p><b>Organisation and Communication</b></p>	<p>Time lines (3D with objects/ sequential pictures)</p> <p>Drawing/ drama/role play</p> <p>Writing (reports, labelling, simple recount)</p> <p>Use ICT</p>	<p>Class display/ museum</p> <p>Annotated photographs</p> <p>ICT</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p>	<p>Fit events into a display sorted by theme time</p> <p>Use appropriate terms, matching dates to people and events record and communicate knowledge in different forms</p> <p>Work independently and in groups showing initiative</p>	<p>Select aspect of study to make a display</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual investigations</p>