



Progression of skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	- Sequence 3 or 4 artefacts from distinctly different periods of time - Sequence and order events in their life	- Sequence artefacts closer together in time - Sequence photographs etc from different periods of their life - Describe differences of life in different periods of history	- Place the time studied on a time line - Use dates and terms related to the learning and passing of time - Sequence several events or artefacts	- 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	- Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past	- Place current study on time line in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a timeline
Range and depth of historical knowledge	- Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past.	- Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times	- Find out about every day lives of people in time studied - Compare with our lives today - Identify reasons for and results of people's actions - Understand why people were motivated to make changes	- 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	- Study different aspects of different people - differences between men and women - Examine causes and results of great events and the impact on people - Compare an aspect of life with the same aspect in another period	- 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 explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
Interpretations of history	- Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories?	- Observe 2 versions of a past event - Compare pictures or photographs of people or events in the past - Compare 'now' and 'then'	- Identify and give reasons for different versions of a past event - Distinguish between different sources – compare different	- Look at the evidence available - Begin to evaluate the usefulness of different sources - Use text books and historical knowledge with increasing confidence	- Compare accounts of events from different sources – fact or fiction - Offer some reasons for different versions of events	- Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion



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		Discuss reliability of photos/ accounts/stories	versions of the same story • Look at representations of the period – museum, cartoons etc			• Confidently use the library and internet for research
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	- Use a source – observe or handle sources to answer questions, including their own, about the past on the basis of simple observations. - Have curiosity about historical concepts	- 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 - Begin to ask questions to find out more	- 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	- Begin to identify primary and secondary sources - Use evidence to build up a picture of a past event - Select relevant sections of information, when researching - Use the library and internet for research with increasing confidence	- Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Present knowledge gathered from several sources together
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 through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...		Select and organise information to produce structured work, making appropriate use of dates and terms.