

## Progression in History Skills and (application of) Knowledge

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>sequence events or objects in chronological order.</li> <li>understand the difference between things that happened in the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>sequence artefacts closer together in time.</li> <li>sequence events.</li> <li>sequence photos etc from different periods of their life.</li> <li>describe memories of key events in lives.</li> </ul>	<ul style="list-style-type: none"> <li>place the time studied on a time line.</li> <li>sequence events or artefacts.</li> <li>use dates related to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>place events from period studied on a time line.</li> <li>use terms related to the period and begin to date events.</li> <li>understand more complex terms e.g. BC/AD.</li> <li>Describe the main changes in a period of history.</li> </ul>	<ul style="list-style-type: none"> <li>place current study on time line in relation to other studies.</li> <li>know and sequence key events of time studied.</li> <li>use relevant terms and periods labels.</li> <li>relate current studies to previous studies.</li> <li>make comparisons between different times in history.</li> </ul>	<ul style="list-style-type: none"> <li>place current study on time line in relation to other studies.</li> <li>use relevant dates and terms</li> <li>sequence up to ten events on a time line</li> <li>identify and compare changes within and across different periods.</li> <li>Understand how some historical events occurred concurrently in different locations.</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>begin to describe similarities and differences in artefacts</li> <li>why people did things in the past</li> <li>use a range of sources to find out characteristic features of the past</li> </ul>	<ul style="list-style-type: none"> <li>find out about people and events in other times</li> <li>collections of artefacts – confidently describe similarities and differences</li> <li>look at evidence to give reasons why people did what they did.</li> <li>Recount the main events from a significant event in history.</li> </ul>	<ul style="list-style-type: none"> <li>find out about everyday lives of people in time studied</li> <li>compare with our life today</li> <li>identify reasons for and results of people's actions</li> <li>understand why people may have had to do something</li> <li>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</li> </ul>	<ul style="list-style-type: none"> <li>use evidence to reconstruct life in time studied</li> <li>identify key features and events</li> <li>look for links and what may influence time studied/life today</li> <li>offer a reasonable explanation for some events</li> <li>Develop a broad understanding of ancient civilisations</li> </ul>	<ul style="list-style-type: none"> <li>study different aspects of life of different people – differences between men and women</li> <li>examine causes and results of great events and the impact on people</li> <li>compare life in early and late times studied</li> <li>compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>compare beliefs and behaviour with another period studied</li> <li>write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>know key dates, characters and events of time studied</li> <li>describe how some of the things studied from the past affect/influence life today.</li> </ul>
<b>Interpretation of history</b>	<ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>compare pictures or photographs of people or events in the past.</li> <li>look at and use books, pictures, stories, eye witness accounts, photographs, artefacts,</li> </ul>	<ul style="list-style-type: none"> <li>identify and give reasons for different ways in which the past is represented</li> <li>distinguish between different sources and evaluate their usefulness</li> </ul>	<ul style="list-style-type: none"> <li>look at different versions of the same event and identify differences.</li> <li>begin to evaluate the usefulness of different sources</li> <li>use of text books and</li> </ul>	<ul style="list-style-type: none"> <li>compare accounts of events from different sources. Fact or fiction</li> <li>offer some reasons for different versions of events</li> <li>evaluate evidence to</li> </ul>	<ul style="list-style-type: none"> <li>link sources and work out how conclusions were arrived at</li> <li>consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> </ul>

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		historic buildings, museums, galleries, historical sites and the Internet to find out about the past.	<ul style="list-style-type: none"> <li>• look at representations of the period – museum,</li> </ul>	historical knowledge <ul style="list-style-type: none"> <li>• Know that people in the past represent events/ideas in a way that persuades others.</li> </ul>	choose the most reliable. <ul style="list-style-type: none"> <li>• Understand the some evidence from the past is propaganda, opinion or misinformation.</li> </ul>	• be aware that different evidence will lead to
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• sort artefacts “then” and “now”</li> <li>• use as wide a range of sources as possible</li> <li>• to ask and answer questions related to different sources and objects</li> </ul>	<ul style="list-style-type: none"> <li>• use a source – why, what, who, how, where to ask questions and find answers</li> <li>• sequence a collection of artefacts</li> <li>• Use a wide range of information to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of sources to find out about a period</li> <li>• observe small details – artefacts, pictures</li> <li>• select and record information relevant to the study</li> <li>• begin to use the library, Internet for research</li> <li>• ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• use evidence to build up a picture of a past event</li> <li>• choose relevant material to present a picture of one aspect of life in time past</li> <li>• ask a variety of questions</li> <li>• use the library and Internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• begin to identify primary and secondary sources</li> <li>• use evidence to build up a picture of life in time studied</li> <li>• select relevant sections of information</li> <li>• confident use of library, Internet, research</li> <li>• investigate own lines of enquiry.</li> <li>• Use reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise primary and secondary sources</li> <li>• use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</li> <li>• bring knowledge gathering from several sources together in a fluent account.</li> <li>• investigate own lines of enquiry.</li> <li>• Use reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Sort objects into groups – then and now.</li> <li>• Time lines (3D with objects/ sequential pictures)</li> <li>• drawing</li> <li>• drama/role play</li> <li>• writing (reports, labelling, simple recount)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of time lines</li> <li>• Class display/ museum</li> <li>• annotated photographs, role-play, storytelling and ICT</li> </ul>	<ul style="list-style-type: none"> <li>• communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, storytelling and ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• know the period in which the study is set</li> <li>• display findings in a variety of ways</li> <li>• work independently and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate terms, matching dates to people and events</li> <li>• record and communicate knowledge in different forms- work independently and in groups showing initiative</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of ways to communicate knowledge and understanding including extended writing</li> <li>• plan and carry out individual investigations</li> </ul>