

Progression in History Skills and (application of) Knowledge

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> sequence events or objects in chronological order. understand the difference between things that happened in the past and present. 	<ul style="list-style-type: none"> sequence artefacts closer together in time. sequence events. sequence photos 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. sequence events or artefacts. use dates related to the passing of time. 	<ul style="list-style-type: none"> place events from period studied on a time line. use terms related to the period and begin to date events. understand more complex terms e.g. BC/AD. Describe the main changes in a period of history. 	<ul style="list-style-type: none"> 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. 	<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 ten events on a time line identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations.
Range and depth of historical knowledge	<ul style="list-style-type: none"> begin to describe similarities and differences in artefacts why people did things in the past use a range of sources to find out characteristic features of the past 	<ul style="list-style-type: none"> find out about people and events in other times collections of artefacts – confidently describe similarities and differences look at evidence to give reasons why people did what they did. Recount the main events from a significant event in history. 	<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 had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II) 	<ul style="list-style-type: none"> use evidence to reconstruct life in time studied identify key features and events look for links and what may influence time studied/life today offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 describe how some of the things studied from the past affect/influence life today.
Interpretation of history	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> compare pictures or photographs of people or events in the past. look at and use books, pictures, stories, eye witness accounts, photographs, artefacts, 	<ul style="list-style-type: none"> identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness 	<ul style="list-style-type: none"> look at different versions of the same event and identify differences. begin to evaluate the usefulness of different sources use of text books and 	<ul style="list-style-type: none"> compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events evaluate evidence to 	<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

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