

History Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> <input type="checkbox"/> Sequence events in their life <input type="checkbox"/> Sequence 3 or 4 artefacts from distinctly different periods of time <input type="checkbox"/> Match objects to people of different ages 	<ul style="list-style-type: none"> <input type="checkbox"/> Sequence artefacts closer together in time - check with reference book <input type="checkbox"/> Sequence photographs etc. from different periods of their life <input type="checkbox"/> Describe memories of key events in lives 	<ul style="list-style-type: none"> <input type="checkbox"/> Place the time studied on a time line <input type="checkbox"/> Use dates and terms related to the study unit and passing of time <input type="checkbox"/> Sequence several events or artefacts 	<ul style="list-style-type: none"> <input type="checkbox"/> Place events from period studied on time line <input type="checkbox"/> Use terms related to the period and begin to date events <input type="checkbox"/> Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> <input type="checkbox"/> Know and sequence key events of time studied <input type="checkbox"/> Use relevant terms and period labels <input type="checkbox"/> Make comparisons between different times in the past 	<ul style="list-style-type: none"> <input type="checkbox"/> Place current study on time line in relation to other studies <input type="checkbox"/> Use relevant dates and terms <input type="checkbox"/> Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise the difference between past and present in their own and others lives <input type="checkbox"/> They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise why people did things, why events happened and what happened as a result <input type="checkbox"/> Identify differences between ways of life at different times 	<ul style="list-style-type: none"> <input type="checkbox"/> Find out about every day lives of people in time studied <input type="checkbox"/> Compare with our life today <input type="checkbox"/> Identify reasons for and results of people's actions <input type="checkbox"/> Understand why people may have wanted to do something 	<ul style="list-style-type: none"> <input type="checkbox"/> Use evidence to reconstruct life in time studied <input type="checkbox"/> Identify key features and events of time studied <input type="checkbox"/> Look for links and effects in time studied <input type="checkbox"/> Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> <input type="checkbox"/> Study different aspects of different people - differences between men and women <input type="checkbox"/> Examine causes and results of great events and the impact on people <input type="checkbox"/> Compare life in early and late 'times' studied <input type="checkbox"/> Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> <input type="checkbox"/> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings <input type="checkbox"/> Compare beliefs and behaviour with another time studied <input type="checkbox"/> Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

						<ul style="list-style-type: none"> <input type="checkbox"/> Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> <input type="checkbox"/> Use stories to encourage children to distinguish between fact and fiction <input type="checkbox"/> Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare 2 versions of a past event <input type="checkbox"/> Compare pictures or photographs of people or events in the past <input type="checkbox"/> Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and give reasons for different ways in which the past is represented <input type="checkbox"/> Distinguish between different sources – compare different versions of the same story <input type="checkbox"/> Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> <input type="checkbox"/> Look at the evidence available <input type="checkbox"/> Begin to evaluate the usefulness of different sources <input type="checkbox"/> Use text books and historical knowledge 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare accounts of events from different sources – fact or fiction <input type="checkbox"/> Offer some reasons for different versions of events 	<ul style="list-style-type: none"> <input type="checkbox"/> Link sources and work out how conclusions were arrived at <input type="checkbox"/> Consider ways of checking the accuracy of interpretations – fact or fiction and opinion <input type="checkbox"/> Be aware that different evidence will lead to different conclusions <input type="checkbox"/> Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> <input type="checkbox"/> Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> Use a range of sources to find out about a period <input type="checkbox"/> Observe small details – artefacts, pictures <input type="checkbox"/> Select and record information relevant to the study 	<ul style="list-style-type: none"> <input type="checkbox"/> Use evidence to build up a picture of a past event <input type="checkbox"/> Choose relevant material to present a picture of one aspect of life in time past <input type="checkbox"/> Ask a variety of questions 	<ul style="list-style-type: none"> <input type="checkbox"/> . Begin to identify primary and secondary sources <input type="checkbox"/> Use evidence to build up a picture of a past event <input type="checkbox"/> Select relevant sections of information 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise primary and secondary sources <input type="checkbox"/> Use a range of sources to find out about an aspect of time past <input type="checkbox"/> Suggest omissions and the means of finding out

			<input type="checkbox"/> Begin to use the library and internet for research	<input type="checkbox"/> Use the library and internet for research	<input type="checkbox"/> Use the library and internet for research with increasing confidence	<input type="checkbox"/> Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<input type="checkbox"/> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			<input type="checkbox"/> Recall, select and organise historical information <input type="checkbox"/> Communicate their knowledge and understanding.		<input type="checkbox"/> Select and organise information to produce structured work, making appropriate use of dates and terms.