

History Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Sequencing	<p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Use common words and phrases relating to the passing of time e.g. First, Next, The</p>	<p>Sequence events/ artefacts or pictures e.g. firefighting equipment From Great Fire of London to modern day.</p> <p>Put people or events studied into a timeline.</p> <p>Identify similarities/differences between ways of life in different periods.</p>	<p>Place the time studied on a timeline.</p> <p>Sequence events or artefacts.</p> <p>Sequence key years/events or dates on a timeline.</p>	<p>Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini).</p>	<p>Place current study on a timeline in relation to other studies.</p> <p>Know and sequence key events of a time studied.</p> <p>Use relevant terms and period labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a time line.</p>
Interpretations of History	<p>Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p> <p>Compare adults talking about their past – How reliable are their memories?</p>	<p>Compare pictures or photographs of people or events in the past and discuss the reliability of these.</p> <p>Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story.</p> <p>Compare two different versions of the past e.g. Samuel Pepys' Diary with a newspaper account.</p> <p>Continue to use stories to help children remember historical names, facts and events.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story- why might they be different? How have they been altered?</p> <p>Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.</p>	<p>Look at and evaluate the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Understand that some sources can contradict each other</p>	<p>Compare accounts of events from different sources e.g. fact or fiction.</p> <p>Offer some reasons for different versions of events e.g. trench soldier compared to a wartime nurse/child/shop keeper</p>	<p>Evaluate source and work out how conclusions were arrived at.</p> <p>Evaluate different interpretations e.g. fact, fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions e.g. letters from an evacuee will differ to that of a soldier</p>

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Developing Historical Knowledge	<p>Recognise the difference between past and present in their own life and the lives of others.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about simple similarities and differences between life at different times.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about similarities and differences between ways of life in different periods.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in the time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in the time studied.</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in 'early' and 'late' times studies.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>
Historical Enquiry	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer simple historical questions.</p>	<p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</p> <p>Ask and answer appropriate historical questions, using their growing historical knowledge.</p>	<p>Use a range of sources to find out about a period. Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use the library and the Internet for own personal research.</p> <p>Ask and answer simple 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 and answer a variety of questions.</p> <p>Use the library and the internet for own personal research.</p> <p>Answer and begin to devise own Historically valid questions.</p>	<p>Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</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 gathered from several sources together in a fluent account.</p> <p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>

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Organisation and Communication	<p>Use drama/role play to communicate their knowledge of the past.</p> <p>Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing about the moon landing.</p>	<p>Use drama/role play to communicate their knowledge of the past.</p> <p>Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied e.g. simple fact files or reports, letters in role etc.</p> <p>Use historical terms such as monarch, parliament, government, war, remembrance or use historically correct nouns when describing or comparing e.g. wattle/daub, squirt, quill etc.</p>	<p>Use and understand appropriate historical vocabulary e.g. Stone Age, Iron Age, Hunter Gatherer, Spartan, Athenian, temples, Empire.</p> <p>Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conqueror, kingdoms.</p> <p>Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y4 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p>	<p>Begin to use abstract terms such as social, economic, cultural, revolution (industrial).</p> <p>Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Provide an account of a historical event based upon more than one source</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, and religious.</p> <p>Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/ travel guides, posters, news reports.</p> <p>Plan and present a self-directed project about the period studied.</p>