

Progression of Skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts closer together in time</p> <p>Sequence photographs from different periods of their life</p> <p>Describe memories of key events in their lives.</p>	<p>Place the time studied on a timeline</p> <p>Use dates and terms related to the study unit</p> <p>Sequence several events or artefacts</p>	<p>Place events from the period studied on a timeline</p> <p>Use terms related to the period and begin to date events</p> <p>Understand AD and BC</p>	<p>Know and sequence key events from the time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on timeline in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a timeline.</p>
<p>Range and depth of historical knowledge</p> <p>Change and continuity</p>	<p>Recognise the difference between past and present in their own and other's lives</p> <p>Know and recount episodes from stories about the past</p>	<p>Identify differences between ways of life at different times.</p>	<p>Find out about everyday lives of people in times studied</p> <p>Compare with our life today</p>	<p>Use evidence to reconstruct life in times studied</p> <p>Identify key features and events of time studied</p>	<p>Study different aspects of different people- differences between men and women</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life in 2 different periods.</p>	<p>Compare beliefs and behaviour with another time studied.</p> <p>Know key dates, events and characters of time studied.</p>
Cause and effect	<p>Say simply what happened because of an action</p>	<p>Recognise why people did things, why events happened and what happened as a result</p>	<p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something.</p>	<p>Offer explanation for some events.</p>	<p>Examine causes and effects of great events and their impact on people</p>	<p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>
Interpretations of history	<p>Use stories to encourage children to distinguish between fact and fiction</p>	<p>Compare 2 versions of a past event</p>	<p>Identify and give reasons for different</p>	<p>Look at available evidence</p>	<p>Compare accounts of events from different</p>	<p>Find out about beliefs, behaviours and characteristics of</p>

	Compare adults talking about the past	Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories	ways in which the past is represented Compare different versions of the same story Look at different representations of a period: museums, cartoons, stories, fiction	Begin to evaluate the usefulness of different sources Use text books	sources- fact or fiction Offer some reasons for different versions of events	people, recognising that not everyone shares the same views and feelings. Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of accounts: fact, fiction, opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research
Historical enquiry/ Using evidence	Find answers to simple questions about the past	Observe sources to answer questions about the past.	Use a range of sources to find out about a period Observe artefacts and pictures Select and record information relevant to the study Begin to use the library and internet for research	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 Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about a aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from different sources together in a fluent account.

Organisation and communication	Communicate knowledge through: Discussion Drawing pictures Drama/role play Making models Writing ICT	As year 1	As year 1 and 2	Recall, select and organise historical information Communicate K and U	As year 4	Select and organise information to produce structured work, making appropriate use of dates and terms.
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