

History

Skills Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	• Sequence events in their life. • Develop a simple awareness of the past. • Sequence 3 or 4 artefacts from distinctly different periods of time. • Match objects to people of different ages. • Place events on a simple timeline.	• Sequence artefact closer together in time. Check accuracy using books/ICT. • Sequence photographs from different periods of their life. • Place events on a simple timeline, adding times previously studied.	• Place the time studied on a timeline, compare where this fits in to topics previously studied. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts. • Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.	• Place the time studied on a timeline, compare where this fits in to topics previously studied. • Use terms related to the period and begin to date events. • Understand more complex Historical terms e.g. BC/AD/CENTURY • Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.	• Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. • Gain greater Historical perspective by placing their growing knowledge into different contexts. • Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. • Make comparisons between different times in the past. • Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.	• Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. • Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. • Sequence previously studied topic on a timeline to gain greater Historical perspective. • Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.

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Historical Knowledge	• Recognise the difference between past and present in their own life and the lives of others. • Know and recount episodes from stories about the past, knowing and understanding key events. • Talk about simple similarities and differences between life at different times.	• Recognise why people did things, why events happened and what happened as a result. • Know and recount episodes from stories about the past, knowing and understanding key events. • Talk about similarities and differences between ways of life in different periods.	• 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 wanted to do something.	• Use evidence to reconstruct life in the time studied. • Identify key features and events of time studied. • Look for links and effects in the time studied. • Offer a reasonable explanation for some events.	• Study different aspects 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 studies. • Compare an aspect of life with the same aspect in another period.	• Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • Compare beliefs and behaviour with another time 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.
Interpretations of History	• Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. • Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts. • Compare adults talking about their past – How reliable are their memories?	• Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. • Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. • Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.	• Identify and give reasons for the different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story. • Note connections in Historical periods studied. • Note connections and cause and effect in Historical periods studied. • Look at representations of the period e.g. Museum, cartoons etc.	• Look at and evaluate the evidence available. • Begin to evaluate the usefulness of different sources. • Note connections in Historical periods studied. • Use text books and own growing Historical knowledge to gain a better perspective.	• Compare different accounts of events from different sources – fact or fiction. • Offer some reasons for different versions of events.	• Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions. • Confidently use the library and internet for research.

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Historical Enquiry	- Find answers to simple questions about the past from sources of information e.g. artefacts. - Ask and answer simple Historical questions.	- Handle sources and evidence to ask and answer questions about the past on the basis of simple observations - Ask and answer appropriate Historical questions, using their growing Historical knowledge.	- Use a range of sources to find out about a period. - Observe small details – artefacts, pictures. - Select and record information relevant to the study. - Use the library and the Internet for own personal research. - Ask and answer simple questions	- 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 and answer a variety of questions. - Use the library and the internet for own personal research. - Answer and begin to devise own Historically valid questions.	- 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. - Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.	- 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 gathered from several sources together in a fluent account. - Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.

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Organisation and Communication	• Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT. • Use simple terms to talk about the passing of time.	• Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT. • Use simple terms to talk about the passing of time.	• Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. • Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. • Use Historically accurate terms to talk about the passing of time.	• Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. • Construct own responses beginning to select and organise relevant Historical information. • Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	• Recall, select and organise historical information. • Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	• Recall, select and organise information. • Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • Select and organise information to produce structured work, making appropriate use of dates and terms. • Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY