



Progression of Skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> * Sequence events in their life * Sequence 3 or 4 artefacts from distinctly different periods of time * Match objects to people of different ages * Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. * Show where places, people and events fit into a broad chronological framework. 	<ul style="list-style-type: none"> * Sequence artefacts closer together in time - check with reference book * Sequence photographs etc. from different periods of their life * Describe memories of key events in lives * Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. * Show where places, people and events fit into a broad chronological framework. 	<ul style="list-style-type: none"> * Place events, people, places and artefacts studied on a time line * Use correct dates and terminology related to the study unit and passing of time * Develop increasingly secure chronological knowledge and understanding of history, local, British and world. 	<ul style="list-style-type: none"> * Place events, people, places and artefacts from period studied on time line * Use correct dates and terminology related to the period and begin to date events * Understand more complex terms eg BC/AD <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</p>	<ul style="list-style-type: none"> * Know and sequence key events of time studied * Use relevant terms and period labels * Make comparisons between different times in the past <p>As Year 3/4 but using a greater depth and range of knowledge</p>	<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 10 events on a time line <p>As Year 3/4 but using a greater depth and range of knowledge</p>
Historical Terms	<ul style="list-style-type: none"> * Develop the use of a wide vocabulary of historical terms, such as: a long time ago, recently, when we were younger, years, decades, centuries, 		<ul style="list-style-type: none"> * Develop use of appropriate subject terminology, such as: empire, civilisation, monarch 		<ul style="list-style-type: none"> * Record knowledge and understanding in a variety of ways, using dates and key terms appropriately. 	



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Range and depth of Historical Knowledge	<ul style="list-style-type: none"> * Recognise the difference between past and present in their own and others lives * They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> * Recognise why people did things, why events happened and what happened as a result * Identify differences between ways of life at different times 	<ul style="list-style-type: none"> * Find out about every day 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 	<ul style="list-style-type: none"> * Use evidence to reconstruct life in time studied * Identify key features and events of time studied * Look for links and effects in time studied * Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> * 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' studied * Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> * Find out about 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



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Interpretations of History	<ul style="list-style-type: none"> * Use stories to encourage children to distinguish between fact and fiction * Compare adults talking about the past - how reliable are their memories? 	<ul style="list-style-type: none"> * Compare 2 versions of a past event * Compare pictures or photographs of people or events in the past * Discuss reliability of photos/ accounts/ stories 	<ul style="list-style-type: none"> * Identify and give reasons for different ways in which the past is represented * Distinguish between different sources - compare different versions of the same story * Look at representations of the period - museum, cartoons etc 	<ul style="list-style-type: none"> * Look at the evidence available * Begin to evaluate the usefulness of different sources * Use text books and historical knowledge 	<ul style="list-style-type: none"> * Compare accounts of events from different sources - fact or fiction * Offer some reasons for different versions of events 	<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 * Be aware that different evidence will lead to different conclusions * Confidently use the library and internet for research 					
Historical Enquiry	<ul style="list-style-type: none"> * Ask and begin to answer questions about events e.g. When? What happened? Who was involved? * Understand some ways we find out about the past e.g using artefacts, pictures, stories, websites * Choose and use parts of stories and other sources to show understanding of events * Communicate understanding of the past in a variety of ways. 	<ul style="list-style-type: none"> * Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance. * Suggest where we might find answers to questions considering a range of sources. * understand that knowledge about the past is constructed from a variety of sources. * Construct and organise responses by selecting relevant historical data. 	<ul style="list-style-type: none"> * Devise, ask and answer more complex questions about the past, considering key concepts in history * Select sources independently and give reasons for choices * Analyse a range of source material to promote evidence about the past. * Construct and organise response by selecting and organising relevant historical data. 								
Organisation and Communication	Communicate their knowledge through: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Discussion....</td> <td style="width: 50%;">Drawing pictures...</td> </tr> <tr> <td>Drama/role play..</td> <td>Making models.....</td> </tr> <tr> <td>Writing..</td> <td>Using ICT...</td> </tr> </table>			Discussion....	Drawing pictures...	Drama/role play..	Making models.....	Writing..	Using ICT...	Recall, select and organise historical information <ul style="list-style-type: none"> * Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> * Select and organise information to produce structured work, making appropriate use of dates and terms.
Discussion....	Drawing pictures...										
Drama/role play..	Making models.....										
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