

HISTORY

Knowledge and Skills Progression

Year Group	1	2	3	4	5	6
Chronological Awareness	Sequence three known events or objects in chronological order Recall parts of memories about the past Use the terms: old, new, young, days, months	Sequence five known events in chronological order Order events from their own life and recount memories in full Use the terms: before, after, now, later, recently	Place events relating to a period in history, in order on a time line Describe events from the past using the dates they happened Use the terms BC, AD, century and decade	Name, and place dates of, significant events studied, on a time line. Use mathematical knowledge to work out how long ago events happened. Use the terms: BC, AD, century, decade, ancient, during	Place current study on a time line in relation to previous studies, using centuries Use dates and historical language in work - BC, AD, century, decade, ancient, during, era, period Round time differences to centuries	Name and date events and place on a time line using decades Use time lines to show changes in culture, technology and religion Round time differences to decades Use key periods as reference points
Knowledge and Understanding	Tell the difference between past and present in own and others' lives Begin to describe similarities and differences in people and objects Use role play to recreate simple events	Recount main events and share knowledge of significant historical people Compare and contrast significant people, events and objects Develop empathy and understanding through drama	Say why certain events happened as they did in history Describe the changes in ways of life and beliefs during a time period Explain why people might have acted in a certain way	Make comparisons within the same historical period Give reasons why changes in ways of life , beliefs and attitudes may have occurred during a time period Look for links and affects within the time studied	Make comparisons between the same aspect in different historical periods Appreciate that significant events in history have helped to shape the country today Identify changes and links within and across	Recognise and describe differences, similarities, changes and continuity between different periods of history Summarise how and why Britain may have influenced, and been influenced by, other countries through time gone by and more recently

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					the time periods studied	
Historical Enquiry	Find answers to simple questions about the past from sources of information eg pictures and stories	Look carefully at pictures, photos and artefacts to collect information about the past Use a source to ask and answer questions, using the key terms: why, what, who, how, where	Use a range of sources to find out about a period studied eg photos, artefacts, historic buildings, music. Suggest sources of evidence to use, to help answer questions	Understand the difference between primary and secondary sources of evidence Use evidence to build up a picture of a past event	Identify and interpret primary and secondary sources Select reliable sources of evidence to build up a picture of a past event Realise there is often not a single answer to an historical question	Evaluate the usefulness and effectiveness of different sources of evidence Select the most appropriate sources of evidence Form own opinions about historical events from a range of sources
Organisation, Evaluation and Communication	Show understanding of the past by: talking; drawing; role play; writing; time lines with 3d objects and pictures; ICT and drama	Present ideas about objects, people and events studied Present information through: talking; drawing and labelling; role play; simple stories and recounts; times lines; annotating pictures and photos; ICT	Discuss and select the most appropriate way of presenting information Present information through: discussions; drawing and labelling; role play and hot seating; stories and recounts; annotations of diagrams and photos; ICT	Select the most appropriate way to present information, for a specific purpose Present findings through: discussions; annotations; drama and hot-seating; recounts and diaries; mathematics (tables and charts): ICT	Select the most appropriate way to present information for a target audience Present findings through: debates; annotations; drama; diaries and letters; mathematics (tables, charts and graphs): ICT Work in a group, showing initiative	Present organised, structured information for a range of audiences Communicate findings by: debating; annotating; drama; extended writing eg explanations, letters and arguments; using mathematics (tables and charts and graphs); and ICT Plan and carry out group investigations