



Progression in History Skills

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>sequence events or objects in chronological order</p>	<p>sequence artefacts closer together in time</p> <p>sequence events</p> <p>sequence photos etc from different periods of their life</p> <p>describe memories of key events in lives</p>	<p>place the time studied on a time line</p> <p>sequence events or artefacts</p> <p>use dates related to the passing of time</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>understand more complex terms e.g. BCE/AD</p>	<p>place current study on time line in relation to other studies</p> <p>know and sequence key events of time studied</p> <p>use relevant terms and periods 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>
Range and Depth of Historical Knowledge	<p>begin to describe similarities and differences in artefacts</p> <p>drama – why people did things in the past</p> <p>use a range of sources to find out characteristic features of the past</p>	<p>find out about people and events in other times</p> <p>collections of artefacts –</p> <p>confidently describe similarities and differences</p> <p>drama – develop empathy and understanding (hot seating, sp. and listening)</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 had to do something</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p>	<p>use evidence to reconstruct life in time studied</p> <p>identify key features and events</p> <p>look for links and effects in time studied</p> <p>offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p>	<p>study different aspects of life 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 studied</p> <p>compare an aspect of life with the same aspect in another period</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p>	<p>find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>compare beliefs and behaviour with another period 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> <p>Compare and contrast ancient civilisations</p>



<p>Interpretations of History</p>	<p>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p>	<p>compare pictures or photographs of people or events in the past able to identify different ways to represent the past</p>	<p>identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum,</p>	<p>look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge</p>	<p>compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events</p>	<p>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</p>
			<p>cartoons, etc.</p>			<p>different conclusions confident use of the library etc. for research</p>
<p>Historical Enquiry</p>	<p>sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects</p>	<p>use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources</p>	<p>use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions</p>	<p>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, e-learning for research</p>	<p>begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research</p>	<p>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 gathering from several sources together in a fluent account</p>
<p>Organisation and Communication</p>	<p>Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT</p>	<p>Class display/ museum annotated photographs ICT</p>	<p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups</p>	<p>fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms work independently and in groups showing initiative</p>	<p>select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations</p>

