**3 Schools Progression of Skills: History**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **HISTORY** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| ***Chronological knowledge/thinking*** | | | | | | |
| ***Chronological language and dates*** | - Use everyday language related to time (after, before, then, now, past, a long time ago, times of day e.g. morning, days of the week)  -Use some common words and phrases related to time (earlier, later, past, present)  - Become aware of the current date and significant personal dates (e.g. Christmas, birthdays etc) | - Use common words and phrases related to the passing of time (chronological order, timeline, months, longer and shorter periods of time, during, meanwhile/at the same time)  - Begin to use some historical dates (and understand the current date) | - Use correct terminology to describe the past (chronological order, BC/AD, BCE, CE\*, century, recent, ancient)  - Use historical dates | - Use correct terminology to describe the past (chronology, decade, Millennium, period, era)  - Use and understand dates (eg order dates confidently) | - Secure, and apply and deepen terminology associated with chronology (see Y3/4 list) so that they can describe and explain accurately ***how*** events unfolded over time  - Use more historical dates with some accuracy | - Deepen terminology associated with chronology (see Y3/4 list) so that they can describe and explain accurately how and ***why*** particular events unfolded over time  - Use dates accurately and effectively/appropriately (eg not too many or too few) |
| ***Knowledge of chronology*** | *Order and sequence familiar events (eg within a school day or week)*  *Sequence stories*  *Talk about past and present events in their own lives and in lives of family members*  *Begin to sequence some historical events/people with help* | *Develop an awareness of the past beyond their own experience*  *Sequence events/people studied in History* | *Recognise the distinction between “history” and “prehistory”*  *Begin to sequence periods of history studied so far with help, scaffoldin*g | *Independently sequence periods of history studied so far and events within a period* | *Begin to Sequence periods of history studied so far with awareness of timescales (which may not yet be very accurate)* | *Sequence periods of history studied so far with awareness of timescales* |
| ***Timelines*** | *Place their own life events (and events in stories) on a simple timeline (practical)*  *Order old and modern objects along a “line”* | *Recognise that a timeline represents the progression of time and be able to point to events on the line saying which were earlier, later, before etc*  *Place short series of events on simple,* ***given*** *timelines (real life, historical, events in stories)*  *Know that a series of important events may occur closer or further apart (rather than at steady intervals)* | *Confidently interpret a given timeline and talk about it using correct vocabulary and terminology*  *Begin to understand that the scale of a timeline can vary (short and long-term timescales)*  *With support/ careful scaffolding begin to construct* *simple timelines using a* ***given line of equidistant intervals*** *(could be a physical line in class, on field)* | *Understand that the scale of a timeline can vary*  *(short and long-term timescales)*  *Begin to construct* *simple timelines*  *identifying and describing familiar and less familiar events in the order in which they occurred (short-and long-term timescales) using a* ***given line of equidistant intervals*** *(including drawn timelines)* | *Begin to understand how the scale of a timeline relates to the passage of time and make comparisons (e.g. the relative length of different historical “periods”)*  *Construct timelines over and within periods (short-and long-term timescales) when the* ***scale has been given*** | *Construct timelines over and within periods (short-and long-term timescales)* ***sometimes creating their own scale***  *Understand and explain how the scale of a timeline relates to the passage of time and make comparisons (e.g. the relative length of different historical “periods”)* |
| ***Chronological reasoning*** | *Talk about what they are doing as they sequence events or order objects by age* | *Discuss their reasons for ordering events*  *Begin to recognise that some events are more significant than others* | *Begin to understand how to read given timeline running from the Stone Age to the present day* | *Interpret a given timeline running from the Stone Age to the present day* | *Draw on historical knowledge to reason about the placing of events on a timeline* | *Reason about which are the most important events to include on a timeline/in a chronology and understand how viewpoints vary* |
| ***Historical Enquiry*** | | | | | | |  |  |  | * *Begin to apply chronological reasoning to explain where they think familiar and less familiar events should be placed on a timeline – beginning to draw on historical knowledge when appropriate*   *Select the most important events to place on a timeline/ include in a chronology and explain the reasons for their choices* |
| ***Question and enquiry skills*** | - Be curious about people  - Answer how and why questions in response to stories or events | - Ask (why, what, who, how and where) questions  - Answer simple questions in response to stories of events.  - Work on historical enquiries with support. | - Begin to ask historically valid questions about the past. | - Begin to recognise, work on and ask historically valid questions about the past | - To recognise, work on and ask historically valid questions about the past | - Pursue historical valid enquiries (including some aspects that they have framed themselves) |
| ***Using primary and secondary sources as evidence*** | - To know that information can be retrieved from books and computers  - Sort artefacts ‘then’ and ‘now’ identifying ‘old’ and ‘new.’  - To observe, describe and identify some historical artefacts (e.g. old toys) | - To use some ways in which we find out about the past (books/computers)  - Use the terms “sources” and “artefacts” and evidence, museum, archaeology  - To sequence a collection of artefacts. | -To use a range of sources to find out about a time period (books/computers/artefacts/visits.)  - To identify and observe small details – artefacts/pictures. | - To understand how knowledge of the past is constructed from a **range** of sources  - Begin to distinguish between **primary sources** (contemporaneous, witnesses) and **secondary sources** (created after the event by people who were not there) | - To identify primary and secondary sources.  - To evaluate accuracy of primary and secondary sources | *- To identify and use different types of sources and understand how they are used to make historical claims*  *- Compare and evaluate usefulness and accuracy of primary and secondary sources* |
| ***Communicating ideas*** | - Talk about their ideas  - Record some ideas using marks or manipulatives that they can explain | - Observe, describe, select and compare artefacts and other sources and suggest what we might learn from them  - Record some ideas in a variety of ways | - Select relevant historical information to summarise and explain their ideas. | - Select and organise relevant historical information to summarise and explain their ideas (communicated in a variety of ways)  - Record some ideas in different ways including writing (if appropriate to child’s ability in Literacy) | - Communicate their conclusions use evidence from a range of sources (communicated in a variety of ways)  - Record some of the above in written accounts (if appropriate to child’s ability in Literacy) | - Communicate their conclusions and judgements through evidentially supported accounts (communicated in a variety of ways)  - Record some of the above in written accounts (if appropriate to child’s ability in Literacy) |
| ***Interpretation of History*** | - Recognise that different people/characters in books might explain things differently  - Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past) | - Identify different ways in which the past is represented  - To compare pictures or photographs of people or events in the past | - To identify and give reasons for different ways in which the past is represented  - Distinguish between different sources and evaluate their usefulness  -Explore representations of the period e.g. museums, cartoons etc | - Understand that different versions of the past may exist and give reasons for this  - Look at the evidence available and begin to evaluate the usefulness of different sources  - To use text books and my own historical knowledge | - To compare accounts from events from different sources  - Show an awareness and understand some reasons for different versions of events | - Compare arguments and different interpretations of the past  - Apply empathy to better understand and explain why different interpretations of the past exist  - Make judgements and draw reasoned conclusions of their own |
| ***Historical Concepts*** | | | | | | |
| **Continuity and change** | *Recognise change in their everyday life* | Compare everyday life in and between different periods and notice some things that changed and some that stayed the same | Begin to make connections and contrasts over time | Make connections and contrasts over time | *Explain why some things have changed and some things have stayed the same* | *Explain why some things have changed and some things have stayed the same within and across periods* |
| **Cause and consequence** | *Question why things happen and give simple reasons (including for events in stories)* | *Begin to recognise why people did things, why some events happened and what happened as a result*  *event* | *Identify historical events and changes*  *Historical change, historical event* | *Identify and give reasons for and results of historical events and changes (noticing that there are often several reasons or consequences and that interpretations may differ)*  *Cause, effect* | *Analyse and explain reasons for historical events and changes* | *Analyse and explain reasons for, and results of, historical events and changes (explaining some differences of interpretation)* |
| ***Similarity and difference***  ***(across and within periods)*** | *Describe how things change (e.g. growth, decay, seasons, characters in stories)* | *Understand how schools (including our own) have changed since our parents and grandparents went to school (Changes within living memory)*  *Similar, different* | *Identify similarities and differences in ways of life between different periods (and within periods)* | *Describe how some things have changed or stayed the same within and across different periods* | *Recognise trends within periods and over long arcs of time* | *Recognise and analyse trends within periods and over long arcs of time* |
| ***Similarity and difference* within *past societies (diversity)*** | *Know about similarities and differences between themselves and others and among families, communities and traditions* | *Recognise different types of people, events and beliefs within past societies and compare with today* | *Describe the social, cultural, religious and ethnic diversity of past societies* | *Recognise that different individuals had different experiences of the same events e.g rich or poor*  *Upper/lower/middle class* | *Begin to understand how an individuals’ background affects their experience and interpretation of events* | *Explain and analyse the social, cultural, religious and ethnic diversity of past societies*  *Begin to understand how social diversity impacted upon events in the past* |
| ***Significance of events/people*** | *Recognise and describe special times and events for themselves, family and friends* | *Recognise important people and events in the past and begin to say why they were important* | *Identify historically significant people and events and begin to explain why they are important* | *Identify historically significant people and events and explain why they are important* | *Begin to explain the significance of historical events/ people within their own time and in the past.* | *Explain the significance of historical events/ people within their own time and in the past* |