

# History Skills Progression 2024-25

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>To understand the concept of the past and recount changes and events in their own lives.</li> <li>To be able to sort and/or sequence events and artefacts on a timeline.</li> <li>To use dates when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>To study events and people from beyond living memory.</li> <li>To be able to sort and/or sequence events on a timeline</li> <li>To use dates when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on the timeline</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from periods studied on timeline</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms (e.g. BC/AD)</li> </ul>	<ul style="list-style-type: none"> <li>To describe the main changes in a period in history and create an accurate timeline.</li> <li>To understand the concepts of continuity and change over time.</li> <li>To use dates and terms accurately.</li> <li>To show an awareness of events happening in similar times, but in different places.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the main changes in a period in history and create an accurate timeline.</li> <li>To analyse continuity and change over time.</li> <li>To use dates and terms accurately.</li> <li>To show an awareness of events happening in similar times, but in different places.</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>To be able to explain how things are similar and different.</li> <li>To learn about and describe significant historical events, people and places</li> <li>To recognise that there are reasons why people in the past acted in the way they did.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain similarities and differences between periods.</li> <li>To learn about and describe significant historical events, people and places.</li> <li>To know about the lives of significant individuals and how they have contributed to national and</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people from the past studied and begin to compare with our life today</li> <li>Identify reasons for and results of peoples' actions</li> <li>Understand why people may have taken the actions they did in the past <ul style="list-style-type: none"> <li>Understand, define and use historical vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied and compare with our life today <ul style="list-style-type: none"> <li>Look for links and affects in time studied <ul style="list-style-type: none"> <li>Offer a reasonable explanation for some events</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences</li> <li>To describe and compare the main events, causes and changes within and across different periods.</li> <li>To give a broad overview of life in a specific period.</li> <li>To describe changes</li> </ul>	<ul style="list-style-type: none"> <li>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences</li> <li>To describe and compare the main events, causes and changes within and across different periods.</li> <li>To give a broad overview of life in a specific period.</li> <li>To describe changes</li> </ul>

		international achievements.		<ul style="list-style-type: none"> <li>●Understand, define and use historical</li> </ul>	in the history of the	in the history of the
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## History Skills Progression

		<ul style="list-style-type: none"> <li>●To begin to form opinions about people from the past and recognise that there are reasons why people in the past acted in the way they did.</li> </ul>		vocabulary and begin to make cross-curricular links	locality, Britain and the wider world. <ul style="list-style-type: none"> <li>●To explain the impact and significance of historical events and people on life today.</li> </ul>	locality, Britain and the wider world. <ul style="list-style-type: none"> <li>●To explain the impact and significance of historical events and people on life today.</li> </ul>
Interpretation of history			<ul style="list-style-type: none"> <li>●Identify and give reasons for different ways in which the past represented               <ul style="list-style-type: none"> <li>●Distinguish between different sources – compare different versions of the same story</li> <li>●Discuss reliability of photos, accounts and stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●Look at the evidence available and begin to evaluate the usefulness of sources               <ul style="list-style-type: none"> <li>●Begin to use texts and historical knowledge to form an opinion or explanation about events in the past</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●Compare accounts of events from different sources – fact or fiction               <ul style="list-style-type: none"> <li>●Offer some reasons for different versions of events</li> <li>●Begin to use different resources to research independently</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●Link sources and workout how conclusions were arrived at and be aware that different evidence can lead to different conclusions.</li> <li>●Consider ways of checking the accuracy of interpretations – fact/fiction or opinion</li> <li>●Confidently use the library and internet to research independently.</li> </ul>

Historical Enquiry	<ul style="list-style-type: none"> <li>●Ask simple questions about the past</li> <li>●To answer historical questions using different sources of information eg talking to people, analysing pictures and objects.</li> </ul>	<ul style="list-style-type: none"> <li>●To ask and answer historical questions based on their observations and experience.</li> <li>●To use different sources of information eg artefacts, stories and other accounts.</li> </ul>	<ul style="list-style-type: none"> <li>●Use a range of sources to find out about a period</li> <li>●Observe small details – artefacts / pictures</li> <li>●Select and record information relevant to the study</li> <li>●Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>●Use evidence to build up a picture of a past event</li> <li>●Choose relevant material to present a picture of one aspect of life in time</li> <li>●Ask a variety of questions</li> <li>●Use the library and internet to develop researching skills</li> </ul>	<ul style="list-style-type: none"> <li>●To ask and answer historically valid questions, refining their lines of enquiry as appropriate.</li> <li>●To be able to use a range of sources of evidence to find out about the past and form testable hypotheses.</li> <li>●To select sources of evidence to follow a</li> </ul>	<ul style="list-style-type: none"> <li>●To ask and answer historically valid questions, refining their lines of enquiry as appropriate.</li> <li>●To be able to use a range of sources of evidence to find out about the past and form testable hypotheses.</li> <li>●To select sources of evidence to follow a</li> </ul>
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					<p>line enquiry, giving reasons for choices</p> <ul style="list-style-type: none"> <li>●To consider the reliability of the information when using different sources.</li> <li>●To show an awareness of the concept of propaganda.</li> <li>●To suggest why there might be different interpretations of the same event.</li> </ul>	<p>line enquiry, giving reasons for choices.</p> <ul style="list-style-type: none"> <li>●To consider the reliability of the information when using different sources.</li> <li>●To show an awareness of the concept of propaganda.</li> <li>●To suggest why there might be different interpretations of the same event.</li> <li>●</li> </ul>
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Organisation and communication	<ul style="list-style-type: none"> <li>●To be able to communicate historical understanding in simple ways.</li> <li>●To use simple historical vocabulary eg here, now, old, new, past, present, long ago....</li> </ul>	<ul style="list-style-type: none"> <li>●To be able to communicate historical understanding in different ways.</li> <li>●To use simple historical vocabulary eg years, decades, centuries, millennia, etc.</li> </ul>	<ul style="list-style-type: none"> <li>●Select and organise information to produce structured work, making appropriate use of dates and terms</li> <li>●Self-directed research project</li> </ul>		<ul style="list-style-type: none"> <li>●To recall, select and organise historical information for different purposes.</li> <li>●To be able to form opinions about historical changes, including people and events.</li> <li>●To use a wide range of historical vocabulary accurately eg empire, civilisation, democracy, parliament, monarchy, peasantry.</li> </ul>	<ul style="list-style-type: none"> <li>●To recall, select and organise historical information for different purposes.</li> <li>●To be able to form opinions about historical changes, including people and events.</li> <li>●To use a wide range of historical vocabulary accurately eg empire, civilisation, democracy, parliament, monarchy, peasantry.</li> </ul>
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