

## Progression of Skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Sequence events in their life.</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>Match objects to people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book.</li> <li>Sequence events.</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives.</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</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 period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives.</li> <li>They know and recount episodes from stories about the past.</li> <li>Begin to describe similarities and differences in artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Use a range of sources to find out about past events/ways of life.</li> <li>Develop empathy and understanding.</li> <li>Identify differences between ways of life at different times.</li> <li>Confidently describe similarities and differences in artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about every day lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</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</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction.</li> <li>Begin to identify different ways to represent the past e.g. - photos, stories.</li> <li>Compare adults talking about the past - how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event.</li> <li>Compare pictures or photographs of people or events in the past.</li> <li>Discuss reliability of photos/accounts/stories.</li> <li>Confidently identify ways of representing the past.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources - compare different versions of the same story</li> <li>Look at representations of the period - museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources - fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Sort artefacts - then and now.</li> <li>Ask questions about the past.</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>Sequence a collection of artefacts. Use them to answer why, what, who, how, where.</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 past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>

**Organisation and communication**

Communicate their **knowledge** through:

- Discussion....
- Drawing pictures...
- Drama/role play..
- Making models.....
- Writing (labels, recounts, reports, annotations)...
- Using ICT...
- Timelines using pictures and/or objects...
- Class display/museum...

- Recall, select and organise historical information
- Communicate their **knowledge and understanding**.

- Select and organise information to produce structured work, making appropriate use of dates and terms.

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