

Skills Progression in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence events or objects in chronological order.</p> <p>Describe memories of key events in lives.</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events.</p> <p>Sequence photos etc from different periods of their lives and lives of others.</p>	<p>Place the time studied on a timeline.</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 timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g BCE and AD.</p>	<p>Place current study on timeline in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p>	<p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a timeline.</p>
Range of 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>User 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 – confidently describe similarities and differences.</p> <p>Drama – develop empathy and understanding (hot-seating).</p>	<p>Find out about everyday lives of people in times 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>Develop an understanding of an ancient civilisations.</p>	<p>Use evidence to reconstruct life in time studied (drama, Tudor Day).</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>Study change through the lives of significant individuals e.g Elizabeth I.</p>	<p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another life.</p> <p>Compare an aspect in history spanning from the ancient civilisations to present day. e.g Shang Dynasty.</p> <p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>Study different aspects of life of different people – differences between men and women.</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>
Interpretations of history	<p>Begin to identify different ways to represent the past e.g photos, stories, adults talking about the past.</p>	<p>Compare pictures or photographs of people or events of the past.</p> <p>Able to identify different ways to</p>	<p>Identify and give reasons for different ways in which the past is represented.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Compare accounts of events from different sources - fact or fiction.</p> <p>Link sources and work out how conclusions were arrived at e.g</p>	<p>Offer some reasons for different versions of events.</p> <p>Consider ways of checking the accuracy of interpretations – fact, fiction and opinion and the</p>

		represent the past (diaries, photographs, artefacts, paintings).	Look at representations of the period. (e.g possible trip to Manchester Museum).	Use of resources and historical knowledge.	social segregation and how women were viewed.	intended purpose and audience of sources e.g propaganda. Be aware that different evidence will lead to different conclusions.
Historical Enquiry	Sort artefacts then and now. Use a wide range of sources as possible. To ask and answer questions related to different sources and objects.	Use a source – why, what, who, how, where to ask questions and find answers. Sequence a collection of artefacts – use of timelines and discuss the effectiveness of sources. Ask questions to discover more about change e.g schools in the past.	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 and the internet for research. Ask and answer questions.	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 and suggest possible answers. Use the library and the internet for research.	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 and internet research.	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 in knowledge, gathering from several sources together in a fluent account.
Organisation and Communication	Timelines (3D, with objects/sequential pictures). Drawings. Writing (reports, labelling, simple recounts). ICT	Annotated photographs. Drama/role play. Writing (reports, recounts).	Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations and drama.	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 different ways. Work independently and in groups.	Fit events into a display sorted by theme. Use appropriate terms matching dates to people and events. Record and communicate knowledge in different forms: work independently and in groups, showing initiative.	Select aspects of study to make a display. Use a variety of different ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations.