

History Progression of Skills

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological Understanding	<ul style="list-style-type: none"> *Sequence events in the life. *Sequence three or four artefacts from distinctly different periods of time much objects to people of different ages 	<ul style="list-style-type: none"> *Sequence artefacts closer together in time cheque with reference book *Sequence photographs from different periods of their life *Describe memories of key events in their lives 	<ul style="list-style-type: none"> *Place that I'm studied on a timeline *Use dates and terms related to the study unit and passing of time *sequence several events are artefacts 	<ul style="list-style-type: none"> *Place events from. Study on a timeline *Use terms related to the period and begin to date events *Understand more complex terms for example BC / AD 	<ul style="list-style-type: none"> *Know and sequence key events from time studied *Use relevant terms of. Labels *Make comparisons between different times in the past 	<ul style="list-style-type: none"> *Place current study on timeline in relation to other studies *Use relevant dates and terms sequence up to 10 events on a timeline
Range and depth of historical knowledge	<ul style="list-style-type: none"> *Recognise the difference between past and present in their own and other lives *They know and recount episodes from storeys about the past 	<ul style="list-style-type: none"> *Recognise why people did things why events happened and what happened as a result *Identify differences between ways of life at different times 	<ul style="list-style-type: none"> *Find out about everyday lives of people in time studied compare with our life today *Identify reasons for and results of peoples actions *Understand why people may have wanted to do something 	<ul style="list-style-type: none"> *Use evidence to reconstruct life in time studied *Identify key features and events of time studied look for links and effects in time studied *Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> *Study different aspects of different people differences between men and women for example *Examine causes and results of great events and the impact on people compare life in early and late times studied *Compare an aspect of a life with the same aspect of another. Thing that's life 	<ul style="list-style-type: none"> *Find out about beliefs behaviour and characteristics of people recognising that not everyone shares the same views or feelings *Compare beliefs and behaviour with another time studied *Write another explanation of past events in terms of cause and effect using evidence to support and illustrate their explanation *Know key dates characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> *Use stories to encourage children to distinguish between fact and fiction *Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> *Compare 2 versions of a past event *Compare pictures or photographs of people or events in the past *Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented *Distinguish between different sources – compare different versions of the same story *Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available *Begin to evaluate the usefulness of different sources *Use text books and historical knowledge 	<ul style="list-style-type: none"> *Compare accounts of events from different sources – fact or fiction *Offer some reasons for different versions of events 	<ul style="list-style-type: none"> *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 different conclusions *Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> *Find answers to simple questions about the past from sources of information e.g. artefacts, 	<ul style="list-style-type: none"> *Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> *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 internet for research 	<ul style="list-style-type: none"> *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 and internet for research 	<ul style="list-style-type: none"> *Begin to identify primary and secondary sources * Use evidence to build up a picture of a past event * Select relevant sections of information * Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> *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 gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT			<ul style="list-style-type: none"> *Recall, select and organise historical information *Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> *Select and organise information to produce structured work, *Making appropriate use of dates and terms. 	