

**Progression in History Skills**

<b>Skills</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Chronology</b>	Sequence events or objects in chronological order	Sequence artefacts closer together in time  Sequence events  Sequence photos etc from different periods of their life  Describe memories of key events in lives	Place the time studied on a timeline  Sequence events or artefacts  Use dates related to the passing of time	Place events from period studied on a timeline  Use terms related to the period and begin to date events  Understand more complex terms e.g. BCE/AD	Place current study on timeline in relation to other studies  Know and sequence key events of time studied  Use relevant terms and periods labels  Relate current studies to previous studies  Make comparisons between different times in history	Place current study on timeline in relation to other studies  Use relevant dates and terms  Sequence up to ten events on a timeline
<b>Range and Depth of Historical Knowledge</b>	Begin to describe similarities and differences in artefacts  Drama – why people did things in the past	Find out about people and events in other times  Collections of artefacts – confidently describe similarities and differences	Find out about everyday lives of people in time studied  Compare with our life today	Use evidence to reconstruct life in time studied  Identify key features and events  Look for links and effects in time studied	Study different aspects of life of different people – differences between men and women  Examine causes and results of great	Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  Compare beliefs and behaviour with

	Use a range of sources to find out characteristic features of the past	Drama – develop empathy and understanding (hot seating, sp. and listening)	Identify reasons for and results of people's actions  Understand why people may have had to do something	Offer a reasonable explanation for some events  Develop a broad understanding of ancient British civilisations	events and the impact on people  Compare life in early and late times studied  Compare an aspect of life with the same aspect in another period  Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	another period studied  Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  Know key dates, characters and events of time studied  Compare and contrast ancient civilisations
<b>Interpretations of History</b>	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Compare pictures or photographs of people or events in the past  Be able to identify different ways to represent the past	Identify and give reasons for different ways in which the past is represented  Distinguish between different sources and evaluate their usefulness	Look at the evidence available  Begin to evaluate the usefulness of different sources  Use of textbooks and historical knowledge	Compare accounts of events from different sources - fact or fiction  Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

			Look at representations of the period – museum, cartoons etc.			Be aware that different evidence will lead to different conclusions  Confident use of the library etc. for research
<b>Historical Enquiry</b>	Sort artefacts “then” and “now”  Use as wide a range of sources as possible speaking and listening (links to literacy)  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  Discuss the effectiveness of sources	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, e-learning 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  Use the library, e-learning 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, e-learning, 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 knowledge gathering from several sources together in a fluent account
<b>Organisation and Communication</b>	Timelines (3D with objects/ sequential pictures)  Drawing	Class display/ museum  Annotated photographs	Communicate knowledge and understanding in a variety of ways – discussions,	Select data and organise it into a data file to answer historical questions	Fit events into a display sorted by theme time	Select aspect of study to make a display

	Drama/role play	ICT	pictures, writing, annotations, drama, mode	Know the period in which the study is set	Use appropriate terms, matching dates to people and events	Use a variety of ways to communicate knowledge and understanding including extended writing
	Writing (reports, labelling, simple recount)			Display findings in a variety of ways	Record and communicate knowledge in different forms· work independently and in groups showing initiative	
	ICT			Work independently and in groups		Plan and carry out individual investigations