



Progression of Skills in History

Skills	Class 1 Year 1 & 2	Class 2 Year 3 & 4	Class 3 Year 5 & 6
Chronological Understanding	<p>Year 1</p> <ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages <p>Year 2</p> <ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives 	<p>Year 3</p> <ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts <p>Year 4</p> <ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD 	<p>Year 5</p> <ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past <p>Year 6</p> <ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line

**Range and Depth
of Historical
Knowledge**

Year 1

- Recognise the difference between past and present in their own and others' lives
- They know and recount episodes from stories about the past

Year 2

- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

Year 3

- Find out about everyday lives of people in time studied
- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to do something

Year 4

- 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

Year 5

- Study different aspects of different people - differences between men and women
- Examine causes and results of great 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

Year 6

- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Compare beliefs and behaviour with another time 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

Interpretation

Year 1

- Use stories to develop understanding of fact/fiction
- Compare adults talking about the past - are they reliable?

Year 2

- Compare two versions of a past event
- Compare pictures or photographs of people or events
- Discuss reliability of stories/accounts

Year 3

- Distinguish between different sources comparing different versions of the same story
- Give reasons for different ways the past is represented
- Look at representations of the period e.g. cartoons, exhibits, drawings etc.

Year 4

- Look at the evidence available and begin to evaluate its usefulness and the reliability of different types of sources
- Use textbooks and historical knowledge

Year 5

- Compare accounts of events from different sources
- Offer reasons for different versions of events
- identify different viewpoints within evidence

Year 6

- Link sources and work out how conclusions were arrived at
- Show awareness that different evidence will lead to different conclusions
- Confidently use textbooks and the internet for research
- Consider ways of checking the accuracy of interpretations - fact or fiction and opinion

Historical Enquiry

Year 1

- Find answers to simple questions about the past from sources of information e.g. artefacts

Year 2

- Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.

Year 3

- 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

Year 4

- 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

Year 5

- 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

Year 6

- 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

Communication**Year 1 & 2**

Communicate their knowledge through:

- Discussion....
- Drawing pictures...
- Drama/role play..
- Making models.....
- Writing..
- Using ICT...

Year 3

Communicate their knowledge through:

- Discussion....
- Drawing pictures...
- Drama/role play..
- Making models.....
- Writing..
- Using ICT...

Year 4

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

Year 5

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

Year 6

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