



Progression of Skills in History Years 1 - 6



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	- Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Understand the difference between things that happened in the past and the present. - Describe things that happened to themselves and other people in the past. - Order a set of events or objects - Use words and phrases such as: <i>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</i>	- Sequence artefacts closer together in time. - Sequence photographs etc. from different periods of their life or a specific time period. - Understand and use the words past and present when telling others about an event. - Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given. - Use a timeline to place important events.	- Place the time studied on a timeline. - Describe and order significant events from the period studied. - Use key dates and terms related to the study unit. - Sequence several artefacts - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Use a timeline to place historical events in chronological order.	- Place events from period studied on a timeline. - Use terms related to the period and begin to date events - Make comparisons between different times in the past. - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Describe the main changes in a period in history. - Understand how some cultures occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain	- Know and sequence key dates of time studied - Order significant events, movements and dates on a timeline. - Use relevant terms and period labels. - Make comparisons between different times in the past. - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Describe the main changes in a period in history. - Understand how some historical themes occurred concurrently in different locations i.e. empire building in Benin (Africa) and in Britain.	- Place current study on timeline in relation to other studies - Use relevant dates and terms - Order significant events, movements and dates on a timeline. - Identify and compare changes within and across different periods. - Understand how some historical events occurred concurrently in different locations i.e. Hiroshima in Japan and the Blitz in Coventry.
Historical Knowledge	- Recall some facts about people/events before living memory. - Begin to describe similarities and differences in artefacts. - Recognise the difference between past and present in their own and others' lives they know. - Recount episodes from stories about the past.	- Use information to describe what life was like in a period in the past. - Describe the differences between then and now. - Recount the main events from a significant event in history. - Find out about people and events in other times - Confidently describe similarities and differences between artefacts. - Develop empathy and understanding through speaking and listening (hot seating, role play)	- Use evidence to describe the culture and leisure activities from the past. - Use evidence to describe the clothes, way of life and actions of people in the past. - Use evidence to describe buildings and their uses from the past. - 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 had to/wanted to do something. - Study change through the lives of significant individuals.	- Use evidence to describe what was important to people from the past. - Use evidence to show how the lives of rich and poor people from the past differed. - Describe similarities and differences between people, events and artefacts studied. - Describe how some of the things I have studied from the past affect/influence life today. - Offer a reasonable explanation for some events. - Develop a broad understanding of ancient civilisations	- Study different aspects of life of different people –e.g. differences between men and women - Describe similarities and differences between some people, events and artefacts studied - Examine causes and results of great events and the impact on people. - Compare an aspect of life with the same aspect in another period - Describe how historical events studied affect/influence life today. - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) - Give own reasons why changes may have occurred, backed up by evidence. - Study an ancient civilization in detail (e.g. Benin)	- Choose reliable sources of information to find out about the past. - Find about beliefs, behaviour and characteristics of people in the past, - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)Compare beliefs and behaviour with another period studied - Know key dates, characters and events of time studied - Give reasons why changes may have occurred, backed up by evidence. - Describe similarities and differences between some people, events and artefacts studied. - Describe how some of the things studied from the past affect/influence life today.
Historical Comprehension /Enquiry	- Look at books, videos, photographs, pictures and artefacts to find out about the past. - Sort artefacts “then” and “now”. - To ask and answer questions related to different sources and objects. - Ask questions about the past.	- Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. - Use a wide range of information to answer questions. - Ask questions and find answers about the past using sources.	- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. - Select and record information relevant to the study. - Begin to use the library, e-learning for research - Ask and answer questions about the past.	- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. - Choose relevant material to present a picture of one aspect of life in time past - Use the library, e-learning for research - Ask questions and find answers about the past.	- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer. - Use evidence to build up a picture of life in time studied select relevant sections of information - Confident use of library, e-learning, research	- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer. - Bring knowledge gathering from several sources together in a fluent account. - Confident use of library, e-learning, research
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Interpretations of History	• Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). • Say why people may have acted the way they did.	• Compare pictures or photographs of people or events in the past able • identify different ways to represent the past • Look at evidence to give and explain reasons why people in the past may have acted in the way they did.	• Explore the idea that there are different accounts of history. • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources and evaluate their usefulness. • Look at representations of the period.	• Begin to evaluate the usefulness of different sources. • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others (<i>bias / propaganda</i>).	• Begin to identify primary and secondary sources • Compare accounts of events from different sources including fact and fiction. • Know that people both in the past and now have a point of view and that this can affect interpretation. (<i>bias / propaganda</i>). • Give reasons why there may be different accounts of history. • Evaluate evidence to choose the most reliable forms.	• Recognise primary and secondary sources. • Offer some reasons for different versions of events (<i>bias / propaganda</i>). • Evaluate evidence to choose the most reliable forms. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation and Communication	• Sort events or objects into groups (i.e. then and now.) • Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past.	• Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a project or research about the studied period.	• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period.