



## History - Progression of Skills

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	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 time line  Sequence events or artefacts  Use dates related to the passing of time	Place events from period studied on a time line  Use terms related to the period and begin to date events  Understand more complex terms e.g. BCE/AD	Place current study on time line 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	place current study on time line in relation to other studies  use relevant dates and terms  sequence up to ten events on a time line

					times in history	
Range and 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>Use 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, sp. and listening)</p>	<p>Find out about everyday lives of people in time studied 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>Use evidence to reconstruct life in time studied.</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 that took place in time period studied.</p>	<p>Study different aspects of life of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</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>in another period.</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p>	<p>Compare and contrast ancient civilisations.</p>
<p><b>Interpretations of history</b></p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Be able to identify different ways to represent the past.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period - museum, cartoons, etc...</p>	<p>look at the evidence available begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p>	<p>Compare accounts of events from different sources.</p> <p>Fact or fiction offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion be aware that different evidence will lead to different conclusions.</p>

<p><b>Historical Enquiry</b></p>	<p>Sort artefacts "then" and "now"</p> <p>Use as wide a range of sources as possible.</p> <p>To ask and answer questions related to different sources and objects.</p>	<p>Use a source - why, what, who, how, where</p> <p>To ask questions and find answers.</p> <p>Sequence a collection of artefacts</p> <p>Use of time lines discuss the effectiveness of sources</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details - artefacts, pictures select and record information relevant to the study.</p> <p>Begin to use the library, e-learning for research ask and answer questions</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in the period of study.</p> <p>Ask a variety of questions use the library, e-learning for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information. Confident use of library, e-learning, research</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge gathering from several sources together in a fluent recount.</p>
<p><b>Organise, Evaluate, communicate information</b></p>	<p>Show knowledge and understanding about the past in</p>	<p>Write simple stories and recounts about the past. Events</p>	<p>Present findings about past using speaking, writing, ICT</p>	<p>Present findings about the past using speaking, writing,</p>	<p>Present detailed findings giving reference to historical</p>	<p>Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written</p>

	<p>different ways: role play, drawing, writing, talking.</p>	<p>from the past.</p>	<p>and drawing skills.</p>	<p>maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement, invader accurately.</p>	<p>skills being taught in a way that shows awareness of an audience. Use dates and terms correctly.</p>	<p>explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.</p>
--	--	-----------------------	----------------------------	--	---	--