

Progression of History Skills.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence events or objects in chronological order.</p> <p><i>Use words and phrases: old, new, young, before, after, days, months. Remember parts of stories and memories about the past and retell them.</i></p> <p><i>Understand about time passing through birthdays</i></p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events.</p> <p>Sequence photos from different periods of their life.</p> <p>Describe memories of key events in their life.</p> <p><i>Use words and phrases: recently, before, after, now, later then past and present when talking about an event.</i></p> <p><i>Sequence events from their life on to a time line and talk about it.</i></p>	<p>Place the time studied on a time line.</p> <p>Sequence events or artifacts.</p> <p>Use dates related to the passing of time.</p> <p><i>Use more complex phrases to describe time: a long time ago, many years, months, decades and centuries ago.</i></p> <p><i>Discuss reasons for studying the period and major differences between then and now.</i></p>	<p>Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD</p> <p><i>Use words and phrases: century, decade, BC and AD, before, during and now.</i></p> <p><i>Divide History into present 21st century, and past using 19th and 20th centuries.</i></p> <p><i>Describe changes between then and now using historical language and evidence.</i></p>	<p>Place current study on time line in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons and identify changes within and between different times in history.</p> <p><i>Use words and phrases such as century, decade, BC, AD, Tudors, Vikings, Victorians, era, period etc to describe events, people and periods in History.</i></p>	<p>Place current study on time line in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a time line.</p> <p><i>Describe changes in a period of history using words such as: social, political, religious, and cultural.</i></p> <p><i>Speculate how present events and actions may be judged in the future.</i></p> <p><i>Ask 'what if questions eg what if the Romans hadn't invaded Britain?</i></p> <p><i>Recognise connections, contrasts and trends over time.</i></p>

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Historical knowledge	<p>Begin to describe similarities and differences in artefacts.</p> <p>Tell the difference between past and present in their own and others lives.</p> <p>Use a range of sources to find out characteristic features of the past.</p> <p>Tell stories about events and people in the past and discuss what happened/ what they did and compare similarities and differences to our lives now.</p> <p>Role play events and actions of people from the past.</p> <p>Identify some differences from their own past and present eg: clothes, toys, t.v. programmes, actions.</p>	<p>Find out about people and events in other times.</p> <p>Look at collections of artefacts - confidently describe similarities and differences.</p> <p>Drama - develop empathy and understanding (hot seating, interviewing, sp. and listening)</p> <p>Using books, stories and artefacts, find out about people and events from the past.</p> <p>Retell stories picking out the main elements and discuss what they think is important.</p>	<p>Find out about everyday lives of people in the time studied.</p> <p>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>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p> <p>Build up banks of evidence, stories, pictures, research to show how people lived and how times have changed within and since the period studying. Guess what objects in the past were used for, giving reasons/evid. with your answer.</p>	<p>Use evidence to reconstruct life in the time studied.</p> <p>Identify key features and events and discuss and describe them.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Identify beliefs, ideas, attitudes and experiences of men, women and children from the past.</p> <p>Summarise main events from a period and be able to give reasons for how people acted and why and what the consequences were.</p> <p>Discuss and understand how events from the past affect our lives today.</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 in another period.</p> <p>Be able to explain their own point of view, justifying with a range of evidence and adapting their view in light of new evidence found.</p>	<p>Find out about settlements, culture, life, leisure, 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>Compare and contrast periods in history, noting similarities and differences and making connections.</p> <p>Speculate and hypothesise about the past and formulate their own theories about what happened, changes made.</p>

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Historical interpretation	<p>Begin to identify and recount some details from the past.</p> <p>Find and look at different ways in which the past is represented e.g. photos, stories, adults talking about the past, websites, pictures.</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>Understand why some people in the past did things.</p> <p>Recognise that there are different representations of events and people from the past -look at differing types of evidence/ viewpoint and discuss and express opinion.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Look at different versions of the same event and identify similarities and differences in the accounts.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Draw conclusions about the information they have found out.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books, historical knowledge and research.</p> <p>Give reasons why there may be different accounts of events in history.</p> <p>Look for similarities, differences and common threads in evidence and draw conclusions backed up by evidence.</p>	<p>Compare accounts of events from different sources. Fact or fiction.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Offer some reasons for different versions of events.</p> <p>Understand how people represent the past in different ways in order to persuade.</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.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confident use of the library/ research etc.</p> <p>Attempt to rank information and evidence found in order, justify and give reasons for choices.</p>

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Historical Enquiry	<p>Sort artefacts "then" and "now"</p> <p>Use as wide a range of sources as possible.</p> <p>Ask and answer simple questions related to different sources and objects.</p> <p>Links to speaking and listening - Ask and answer questions about stories.</p> <p>Handle artefacts and look at pictures describing what they see, feel, smell, know etc.</p>	<p>Use a source - why, what, who, how, where to ask questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Use of time lines.</p> <p>Discuss the effectiveness of sources.</p> <p>Devise questions they want to find out about an artefact, event or person.</p> <p>Make estimates about people, objects and events based on what they see, feel and features they recognise.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details - artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library, e-learning for research.</p> <p>Identify old and new artefacts.</p> <p>Answer questions about the past and devise historical questions.</p> <p>Summarise their learning.</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 time past.</p> <p>Ask a variety of questions.</p> <p>Use the library, e-learning for research.</p> <p>Use a range of documents and identify the most useful for the task.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in the time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of library, e-learning, research</p> <p>Use a range of sources: internet, books, databases, artefacts, artwork, museums and building visits to collect information.</p> <p>Begin to identify which are most useful, accurate and reliable.</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>Select the most appropriate source of evidence. Evaluate the usefulness and accuracy of different sources.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p> <p>Rank evidence collated in order based on reliability.</p> <p>Make conclusions and give a balanced view of the past using different points of view but with evidence of the most likely version of events.</p>

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Organisation and communication	<p>Demonstrates knowledge and understanding of the past in different ways : Time lines (3D with objects/ sequential pictures)</p> <p>Drawings</p> <p>Drama and role play</p> <p>Writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Write own date of birth.</p> <p>Describe and write about people, objects and events.</p> <p>Draw and label pictures and diagrams, use captions.</p> <p>Class display/museum. Annotated photographs</p> <p>ICT</p>	<p>Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations and drama.</p> <p>Use dates and terms with increased accuracy.</p>	<p>Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Use subject specific vocabulary.</p> <p>Work independently and in groups.</p>	<p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms. Choosing the most appropriate way to present information.</p> <p>Work independently and in groups showing initiative.</p>	<p>Select an aspect of study to make a display.</p> <p>Present information in an organized and clearly structured way, making accurate use of specific dates, terms and information.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations.</p>