

Progression of Skills – History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>To sequence 3 or 4 artefacts or events from different periods of time</p> <p>To understand the difference between things that happened in the past and the present</p> <p>To place 2-3 known objects/events om chronological order</p> <p>To use words and phrases such as: 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.</p>	<p>To understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>To understand and use the words past and present when telling others about an event</p> <p>To use a timeline to place important events</p> <p>To put objects and events into time order and when doing this, to use words about the passing of time, including clock time, calendar time and language like</p>	<p>To show an understanding of chronology by being increasingly aware that the past can be divided into different historical terms and dates, e.g. Tudor, century</p> <p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>To use a timeline to place historical events in chronological order</p>	<p>To show understanding of chronology by placing events, people and changes into correct periods of time.</p> <p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) .</p> <p>To order significant events and dates on a timeline.</p> <p>To use terms related to the period to date events</p>	<p>To make comparisons between different times in the past</p> <p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) •</p> <p>To describe the main changes in a period in history.</p> <p>To use dates to order and place significant events on a timeline</p>	<p>To order significant events, movements and dates on a timeline.</p> <p>To identify and compare changes within and across different periods.</p> <p>To understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain and can place the current study of a timeline in relation to other periods studied.</p>

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		<p>before, after, a long time ago, past . Recount changes in my own life over time</p>				
<p>Knowledge and understanding of events, people and changes</p>	<p>Recall some facts about people/events before living memory.</p> <p>Say why people may have acted the way they did.</p> <p>To tell the difference between past and present in their own and other people’s lives.</p> <p>Make simple observations about different types of people, events, and beliefs within a society.</p>	<p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p> <p>To tell the difference between aspects of their own life and aspects of life as it used to be in the past</p> <p>To give a few reasons for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why</p>	<p>To know and understand about some of the main events and people in the periods of time which they have studied.</p> <p>To recognise some aspects of the social and cultural diversity of the societies studied</p> <p>To give a reason for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as they did.</p> <p>To recognise some of the similarities</p>	<p>To know and understand about some of the main events, people and changes in the periods of time which they have studied.</p> <p>To recognise some aspects of the social, cultural, religious and ethnic diversity of the societies studied.</p> <p>To give a number of reasons for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why</p>	<p>To show their knowledge and understanding of aspects of the history of Britain and other countries by describing one important feature of the past societies and periods studied.</p> <p>To describe some of the main ideas, beliefs, attitudes and experiences of men, women and children to identify the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world.</p>	<p>To show their knowledge and understanding of aspects of the history of Britain and other countries by the way in which they describe important features of past societies and periods studied.</p> <p>To identify some of the ideas, beliefs, attitudes and experiences of men, women and children to identify the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world.</p>

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		<p>people in the past acted as they did.</p> <p>To recognise some of the similarities and differences between periods of time.</p>	<p>and differences between people and events studied.</p> <p>Use evidence to describe the culture and way of life and actions of people from the past.</p>	<p>people in the past acted as they did</p> <p>To recognise, describe and explain some of the similarities and differences between people and events and artefacts studied.</p> <p>Use evidence to describe the culture and way of life and actions of people from the past</p>	<p>To give some causes and consequences of the main events in the periods they have studied.</p> <p>To describe changes and links both within and across the different times they have studied</p> <p>Choose reliable sources of information to find out about the past.</p>	<p>To give some causes and consequences of the main events, situations and changes in the periods they have studied.</p> <p>To identify a number of changes and links both within and across the different times they have studied and explain the reasons for them</p> <p>Choose reliable sources of information to find out about the past.</p>
<p>Historical Interpretation</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p> <p>To begin to understand why people did things in the past.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>To identify some of the different ways in which the past is represented, e.g. artist's pictures, museum displays, writing.</p> <p>Explore the idea that there are</p>	<p>To identify a number of different ways in which the past is represented, e.g. artist's pictures, museum displays, writing.</p> <p>Look at different versions of the</p>	<p>To show how some aspects of the times they have been studying have been represented and interpreted in different ways.</p> <p>Understand that some evidence</p>	<p>To show how some aspects of the times they have been studying have been represented and interpreted in different ways and gives reason for this.</p>

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	<p>To begin to identify and recount some details from the past from sources, e.g. pictures, stories.</p>	<p>Compare two versions of a past event</p> <p>To begin to understand why people did things in the past, and how this past has been represented (sources.</p>	<p>different accounts of history.</p> <p>I can compare different versions of the same story</p>	<p>same event in history and identify differences.</p> <p>I can begin to evaluate the usefulness of different sources</p>	<p>from the past is propaganda, opinion or misinformation, and that this affects interpretation of history.</p> <p>Give reasons why there may be different accounts of history.</p>	<p>Know that people, including in the past, have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding.</p>
<p>Historical Enquiry</p>	<p>Identify different ways in which the past is represented.</p> <p>Explore events, look at pictures and ask questions i.e., “Which things are old and which are new?” or “What were people doing?”</p> <p>Look at objects from the past and ask questions i.e.,</p>	<p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p> <p>To answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources.</p>	<p>To make detailed observations and to begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.</p> <p>To find answers to questions about the past by using</p>	<p>To make detailed observations and to begin to make a number of inferences and deductions from a variety of sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.</p> <p>To find answers to questions about the past by using a</p>	<p>To begin to research, select and combine information from sources of information (documents, printed resources, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries)</p> <p>about the past so</p>	<p>To begin to research, select and combine information from sources of information (documents, printed resources, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries)</p> <p>about the past so</p>

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	<p>“What were they used for?” and try to answer.</p> <p>To answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources.</p>	<p>To make detailed observations and to begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.</p>	<p>sources of information.</p>	<p>variety of sources of information</p>	<p>that they can find answers to historical questions</p>	<p>that they can find answers to historical questions, and test hypotheses.</p> <p>To ensure research is relevant to the focus of enquiry.</p> <p>To begin to produce structured work making appropriate use of dates and historical vocabulary</p>
<p>Organisation and Communication</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in</p>	<p>To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills.</p>	<p>To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills.</p>	<p>To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills.</p>	<p>To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills.</p>

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	<p>Talk, write and draw about things from the past.</p> <p>To show what they know and understand about the past in different ways, e.g. speaking, role-play, drawing, or writing</p>	<p>speaking, writing, drawing, role-play, storytelling including digital skills.</p>	<p>To use some technical terms like monarch, settlement, invasion and civilization.</p>	<p>To use some technical terms like monarch, settlement, invasion and civilization.</p>	<p>To begin to use dates and terms to do with the passing of time, e.g. century, decade, BC, AD, when they write down the knowledge and understanding of what they have learned.</p> <p>To understand and use special words correctly, e.g. invasion, settlement, monarch, trade.</p> <p>To begin to produce structured writing, making appropriate use of the dates and special words which they know and understand.</p>	<p>To use dates and terms to do with the passing of time, e.g. century, decade, BC, AD, when they write down the knowledge and understanding of what they have learned.</p> <p>To understand and show mastery of special words e.g. invasion, settlement, monarch, trade.</p> <p>To begin to produce structured writing, making appropriate use of the dates and special words which they know and understand using sophisticated historical vocabulary e.g. empire, civilization, parliament and</p>
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Change and Continuity	Identify similarities / differences between ways of life at different times	Identify similarities / differences between ways of life at different times.	Describe / make links between main events, situations and changes within and across different periods/societies.	Describe / make links between main events, situations and changes within and across different periods/societies.	Identify and explain change and continuity within and across periods	Identify and explain change and continuity within and across periods
Cause and Consequence	Recognise why people did things, why events happened and what happened as a result.	Recognise why people did things, why events happened and what happened as a result.	Identify and give reasons for, results of, historical events, situations, changes.	Identify and give reasons for, results of, historical events, situations, changes.	Analyse / explain reasons for, and results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes