

Progression in skills for History

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>Chronological understanding</u>	<ul style="list-style-type: none"> Sequence events in their own life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time Sequence photographs and other artefacts from different periods of their life Describe memories of key events in their lives Discuss the time elapsed since time being studied up to present day, in an age appropriate way 	<ul style="list-style-type: none"> Place the time being studied on a time line Place events from period being studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD 		<ul style="list-style-type: none"> Place the time being studied on a time line Know and sequence key events of the period being studied Use relevant terms and period labels Make comparisons between different periods in the past 	
<u>Knowledge and understanding of events in the past</u>	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify similarities and differences between ways of life at different times 	<ul style="list-style-type: none"> Compare period being studied with our life today Identify possible reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Identify key features and significant events of time studied Look for links and effects in period being studied Offer a reasonable explanation for events 	<ul style="list-style-type: none"> Examine causes and results of significant events and the impact on people Compare aspects of life with the same aspects in another period Know key dates, characters and events of period being studied Compare beliefs and behaviour with another period studied Understand continuity and change 	
<u>Historical Interpretation</u>	<ul style="list-style-type: none"> Use stories to help children begin to distinguish between fact and fiction Compare adults talking about the past – are their memories different? 	<ul style="list-style-type: none"> Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at different representations of the period Begin to evaluate the usefulness of different sources 		<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider the difference between fact/fiction and opinion Be aware that different evidence will lead to different conclusions 	

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<u>Organisation and communication</u>	Communicate knowledge through: <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role play... • Making models..... • Writing... • Using ICT... 	Communicate knowledge and understanding through: <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role play... • Making models..... • Writing... • Using ICT... 	Recall, select and organise historical information. Communicate knowledge and understanding through: <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role play... • Making models..... • Writing... • Using ICT... 	Select and organise information to produce structured work, making appropriate use of dates and terms. Communicate knowledge and understanding through: <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role play... • Making models..... • Writing... • Using ICT... 		