

History Skills Progression Across the School

	Early years	Year 1	Year 2	Year 3	Year4	Year5	Year6
Chronology	<ul style="list-style-type: none"> -can describe that things have happened to themselves in the past 	<ul style="list-style-type: none"> -Begin to use terms related to time passing. -sequence events in their life -Sequence artefacts from distinctly different periods of time -Match objects to people of different ages. Know some events in a period studied and begin to put them on to a timeline. 	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts closer together in time – check with reference book. -Sequence photographs etc. from different periods of their life. -Describe memories of key events in lives. 	<ul style="list-style-type: none"> -Place times, events and periods on a time line. -Use terms related to the unit or period of study and begin to date events -Sequence several events or artefacts -Understand more complex terms e.g. BC & AD 	<ul style="list-style-type: none"> Place times, events and periods on a time line –Year 3 to 4 learning. 	<ul style="list-style-type: none"> -Place events and periods on a time line in relation to previous events and periods studied. Make comparison s between different times in the past -Use relevant periods, dates and terms. -Make comparisons between different times in the past. 	<ul style="list-style-type: none"> -Sequence up to 10 events on a timeline
Range and depth of historical knowledge		<ul style="list-style-type: none"> –Recognise the difference between past and present in their own and others lives -They 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 differences between ways of life at different times. 	<ul style="list-style-type: none"> -Find out about everyday life in the time studied and begin to use evidence to support these ideas. -Compare similarities and differences with our life today. -Identify some reasons for and the results of people’s actions (cause and effect). -Offer reasonable explanations for some events. 		<ul style="list-style-type: none"> -Recognise that the beliefs, behaviour and characteristics of people may vary. -Compare beliefs and behaviour with another time studied. -Identify and examine causes and effects of events and the impact on people. 	

<p>Historical enquiry- Using evidence/ communicating ideas.</p>		<p>Answer questions about the past and begin to use different methods to find out these answers. Retell historical stories.</p> <p>-Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>-Can find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>-Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>-Use a range of sources to build an understanding of a past period or event. -Select relevant information and material to present an aspect of historic life. -Use the library and the internet for research.</p>		<p>-Recognise primary and secondary sources. -Use a range of sources including artefacts to build up a picture of a past time. -Select relevant sections of information. -Bring sources together to provide a fluent account of an historical event. -Confidently use the library and the internet for research.</p>	
	<p>Cause and Consequence</p>	<p>Begin to recognise why people did things and why events happened</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Understand why events happened in the context of the period studied, begin to understand how this affected wider society.</p>	<p>Understand why historical events happened and the changes that this had on the period.</p>	<p>Identify historical events and changes. Begin to give reasons for these events and changes.</p>	<p>Identify and give reasons for, and results of, historical events, situations, changes.</p>
	<p>Similarity/ differences within a period / situation.</p>	<p>Begin to make some simple observations about a period of study including people and events. -Able to distinguish between fact and fiction through the use of stories. Compare adults talking about the past – how reliable are their memories</p>	<p>-Compare 2 versions of a past event. -Compare pictures or photographs of people or events in the past. -Discuss reliability of photos/accounts/stories.</p>	<p>-Identify different types of evidence that may be available. -Begin to evaluate and compare differences between sources. -Offer reasons for different versions of events.</p>		<p>-Compare accounts of events from different sources including fact and fiction. -Link sources and offer suggestions as to how historical conclusions can be arrived at.</p>	

Significance of events/ people		Talk about who was important.					
Communicating knowledge		<p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Can communicate knowledge through:</p> <p>discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p>	<p>Recall, select and organise historical information and communicate knowledge and understanding of historical periods or events.</p>		<p>Recall, select and organise historical information and communicate knowledge and understanding of historical periods or events.</p>	