

# Progression of Skills in History



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence events in their life.</li> <li>- Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>- Match objects to people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence artefacts closer together in time, checking with reference books.</li> <li>- Sequence photographs etc from different periods of their life.</li> <li>- Describe memories of key events in lives.</li> </ul>	<ul style="list-style-type: none"> <li>- Place the time studied on a time line.</li> <li>- Use dates and terms related to the study unit and passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>- Place events from period studied on time line.</li> <li>- Use terms related to the period and begin to date events.</li> <li>- Understand more complex terms eg BC/AD.</li> </ul>	<ul style="list-style-type: none"> <li>- Know and sequence key events of time studied.</li> <li>- Use relevant terms and period labels.</li> <li>- Make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Place current study on time line in relation to other studies.</li> <li>- Use relevant dates and terms.</li> <li>- Sequence up to 10 events on a time line.</li> </ul>
Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the difference between past and present in their own and other's lives.</li> <li>- They know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise why people did things, why events happened and what happened as a result to make them significant (both from within living memory and beyond).</li> <li>- Identify differences between ways of life at different times.</li> <li>- Know historical events, people and places from our locality.</li> </ul>	<ul style="list-style-type: none"> <li>- Find out about everyday lives of people in time studied.</li> <li>- Compare with our life today.</li> <li>- Identify reasons for and results of people's actions.</li> <li>- Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to reconstruct life in time studied.</li> <li>- Identify key features and events of time studied.</li> <li>- Look for links and effects in time studied.</li> <li>- Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>- Study different aspects of different people eg differences between men and women.</li> <li>- Examine causes and results of great events and the impact on people.</li> <li>- Compare life in early and late 'times' studied.</li> <li>- Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>- Find out about beliefs, behavior and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>- Compare beliefs and behaviour with another time studied.</li> <li>- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>- Know key dates, characters and events of time studied.</li> </ul>
Interpretations of history	<ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events</li> </ul>	<ul style="list-style-type: none"> <li>- Use stories to encourage children to distinguish between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare two versions of a past event.</li> <li>- Compare pictures or photographs of</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and give reasons for different ways in which the past is represented.</li> <li>- Distinguish between different</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the evidence available.</li> <li>- Begin to evaluate the usefulness of different sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare accounts of events from different sources; fact or fiction?</li> </ul>	<ul style="list-style-type: none"> <li>- Link sources and work out how conclusions were arrived at.</li> <li>- Consider ways of checking the</li> </ul>

	encountered in books read in class and storytelling.	- Compare adults talking about their past; how reliable are their memories?	people or events in the past. - Discuss reliability of photos/ accounts/ stories.	sources; compare different versions of the same story. - Look at representations of the period (cartoons etc).	- Use text books and historical knowledge.	- Offer some reasons for different versions of events.	accuracy of interpretations; fact, fiction or opinion. - Be aware that different evidence will lead to different conclusions. - Confidently use the library and internet for research.
Historical enquiry		- Find answers to simple questions about the past from sources of information eg artefacts.	- Use a source; observe or handle sources to answer questions about the past on the basis of simple observations.	- Use a range of sources to find out about a period. - Observe small details in artefacts/ pictures etc. - Select and record information relevant to the study. - Begin to use the library and internet for research.	- Use evidence to build up a picture of a past event. - Choose relevant material to present a picture of one aspect of life in time past. - Ask a variety of questions. - Use the library and internet for research.	- Begin to identify primary and secondary sources. - Use evidence to build up a picture of a past event. - Select relevant sections of information. - Use the library and internet for research with increasing confidence.	- Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Suggest omissions and the means of finding out. - Bring knowledge gathered from several sources together in a fluent account.
Organisation and communication		- Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT			- Recall, select and organise historical information. - Communicate their knowledge and understanding.		- Select and organise information to produce structured work, making appropriate use of dates and terms.
Coverage	KS2: Year 3 Year 4 Year 5 Year 6	Suggestions include (but are not statutory): Events: Great Fire of London, the first aeroplane flight. Comparing aspects of life in different periods: Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.		Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. Britain settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A local history study (of Frieth) A study of an aspect or theme in British history beyond 1066 (Victorians, World War II) Achievements of earliest civilizations (an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) Ancient Greece A non-European society that provides contrast with British history (chosen from early Islamic civilization, Mayan civilization, Benin).			