

Progression of Skills in History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological understanding</p> <ul style="list-style-type: none"> ✓ Develop an awareness of the past Use common words and phrases relating to the passing of time ✓ Know where all people/events studied fit into a chronological framework ✓ Identify similarities / differences between periods 	<p>Sequence some events or 2 related objects in order</p> <p>Use words and phrases: old, new, young, days, months</p> <p>Remember parts of stories and memories about the past</p>	<p>Recount changes in own life over time</p> <p>Put 3 people, events or objects in order using a given scale.</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Use past and present when telling others about an event.</p>	<p>To understand the term chronology.</p> <p>Use timelines to place events in order. Understand timeline can be divided into BC and AD.</p> <p>To begin to develop an understanding of duration.</p> <p>To be able to discuss links with other civilisations and time periods.</p> <p>Use words and phrases: century, decade.</p>	<p>To understand the concept of <i>change over time</i>.</p> <p>Use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Name and place dates of significant events from past on a timeline.</p> <p>To have a clear understanding of <i>duration</i> between events.</p>	<p>Use timelines to place and sequence local, national and international events.</p> <p>Sequence historical periods.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identify changes within and across historical periods.</p>	<p>Use timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timeline to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Use key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Name dates of any significant event studied from past and place it correctly on a timeline.</p>
<p>Historical interpretation</p> <ul style="list-style-type: none"> ✓ Identify different ways in which the past is represented. 	<p>Identify and recount some details from the past from sources (e.g. pictures, stories)</p>	<p>Look at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understand why some people in the past did things.</p>	<p>Look at 2 versions of same event and identify differences in the accounts.</p>	<p>Give reasons why there may be different accounts of history.</p>	<p>Look at different versions of the same event and identify differences in the accounts.</p> <p>To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others.</p>	<p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<p>Historical enquiry</p> <ul style="list-style-type: none"> ✓ Using evidence 	<p>Find answers to simple questions about the past from sources of</p>	<p>Look carefully at pictures or objects to find information about the past.</p>	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic</p>	<p>Understand the difference between primary and secondary sources of evidence.</p>	<p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic</p>	<p>Identify and use different sources of information and artefacts.</p>

<ul style="list-style-type: none"> ✓ Ask and answer questions ✓ Understand some ways we find out about the past ✓ Choose and use parts of stories and other sources to show understanding (of NC concepts below) 	<p>information (e.g. pictures, stories)</p>	<p>Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',</p> <p>Estimate the ages of people by studying and describing their features.</p>	<p>buildings and visits to collect information about the past. To use more than one source of evidence at once.</p> <p>Ask questions such as 'how did people? What did people do for?'</p> <p><i>Suggest</i> sources of evidence to use to help answer questions.</p> <p>To make deductions about the past from a source.</p>	<p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'what was it like for a during?'</p> <p>To make deductions and justify with evidence.</p> <p>Suggest sources of evidence from a selection provided to use to help answer questions.</p> <p>To give <i>reasons for/results of</i> events and changes.</p>	<p>buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past.</p> <p>Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions.</p> <p>To suggest causes and consequences of some of the main events and changes in history.</p>	<p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>To use sources of evidence to form hypotheses about the past.</p> <p>To independently select relevant source material for enquiry and justify choices.</p>
<p>Organising and communicating</p>	<p>Show knowledge and understanding about the past in different ways (eg. role-play, drawing, writing, talking).</p>	<p>Draw labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Present findings about past using speaking, writing, ICT and drawing skills. Use dates and terms with increasing accuracy. Use subject specific words e.g. monarch, settlement, invader.</p>	<p>Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates correctly and subject specific words.</p>	<p>Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose most appropriate way to present information to an audience.</p>	<p>Present information in an organised and clearly structured way. Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Use of specific dates and terms.</p>

National Curriculum Concepts (History's organising ideas):

Continuity and change: identify similarities / differences between ways of life at different times

Cause and consequence: recognise why people did things, why events happened and what happened as a result

Similarities and differences: make simple observations about different types of people, events and beliefs within society

Significance: talk about who was important e.g. a simple historical account