

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. Understands timeline can be divided into BCE and CE.</p> <p>To begin to develop an understanding of duration.</p> <p>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, BCE, CE, 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 places 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, BCE, CE, 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>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Use key periods as reference points: BCE, CE 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 date 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 ✓ Ask and answer questions 	<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 buildings and visits to</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>

<p>✓ Understand some ways we find out about the past</p> <p>✓ Choose and use parts of stories and other sources to show understanding (of NC concepts below)</p>	<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>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>Suggest 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 reasons for/results of 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.</p> <p>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>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</p> <p>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.</p> <p>Choose most appropriate way to present information to an audience.</p>	<p>Present information in an organised and clearly structured way.</p> <p>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