

History Skills Progression 2022

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence some events or 3/4 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 and describe memories in own life over time</p> <p>Sequence artefacts closer together in time – check with reference book</p> <p>Sequence photographs etc. from different periods of their life</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>Use timelines to place events in order.</p> <p>Understand timeline can be divided into BC and AD.</p> <p>Use words and phrases: century, decade.</p> <p>Sequence several events or artefacts</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>Place names and places dates of significant events from past on a timeline.</p> <p>Understand more complex terms eg BC/AD, decade, century, Roman</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, Empire, civilisation.</p> <p>Identify changes and make comparisons 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 these 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>

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Range and depth of historical knowledge.	<p>Recognise the difference between past and present in their own and others' lives</p> <p>Know and recount episodes from stories about the past.</p>	<p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant period in history.</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times.</p>	<p>Use evidence to describe past.</p> <p>Use evidence to find out how things may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects</p> <p>Shows changes on a timeline</p> <p>Find out about every-day lives of people in time studied.</p> <p>Identify reasons for, and results of people's actions.</p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Give reasons why changes and attitudes may have occurred during a time period.</p> <p>Describe how some of the past events/people affect life today.</p> <p>Use evidence to reconstruct life in time studied.</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identify changes and links within and across the time periods studied.</p> <p>Study different aspects of different people - differences between men and women</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Choose reliable sources of factual evidence.</p> <p>Give reasons why changes may have occurred, backed up with evidence.</p> <p>Describe similarities and differences between some people, events and objects studied.</p> <p>Describe how some changes affect life today.</p> <p>Make links between some features of past societies.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>

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Historical interpretation	<p>Begin to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Understand why some people in the past did things.</p> <p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p>	<p>Look at 2 versions of same event and identify differences. Give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Look at different versions of the same event and identify differences in the accounts.</p> <p>Give clear reasons why there may be different accounts of history.</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>Start to understand difference between primary and secondary evidence.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion and bias and reliability</p> <p>Be aware that different evidence will lead to different conclusions.</p>

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Historical enquiry	Find answers to simple questions about the past from sources of information (eg. pictures, stories)	<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>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 (printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits) to collect information about the past.</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>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and internet for research.</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 buildings and visits) to collect information about the past.</p> <p>Ask a variety of questions such as 'what was it like for a during?'</p> <p>Select relevant sources of evidence from a selection provided, to use to help answer questions.</p> <p>Use the library and internet for research.</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 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>Begin to identify primary and secondary sources</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</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 a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Start to devise historical enquiries</p>

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Organisation and communication	Show knowledge and understanding about the past in different ways (eg. Discussion, making models, using ICT, role play, drawing, writing, talking).	Describe objects, people and events. Write own date of birth. Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, events and objects from the past.	Present findings about past using speaking, writing, ICT, role play and drawing skills Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.	Present findings about past using speaking, role play, writing, maths (data handling), ICT, drama and drawing skills Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, and invader.	Present structured and organised findings about the past using speaking, writing, discussion, drama, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose most appropriate way to present information to an audience.	Present information in an organised and clearly structured way. Make use of different ways of presenting information. Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms.