

## History Skills Progression 2023-24

| Skills   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
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| <b>Chronology</b>                              | <p>sequence events or objects in chronological order</p>  | <p>sequence artefacts closer together in time</p> <p>sequence events</p> <p>sequence photos etc from different periods of their life</p> <p>describe memories of key events in lives</p>                                     | <p>place the time studied on a time line</p> <p>sequence events or artefacts</p> <p>use dates related to the passing of time</p>   | <p>place events from period studied on a time line</p> <p>use terms related to the period and begin to date events</p> <p>understand more complex terms e.g. BCE/AD</p>   | <p>place current study on time line in relation to other studies</p> <p>know and sequence key events of time studied</p> <p>use relevant terms and periods labels</p> <p>relate current studies to previous studies</p> <p>make comparisons between different times in history</p>  | <p>place current study on time line in relation to other studies</p> <p>use relevant dates and terms</p> <p>sequence up to ten events on a time line</p>  |
| <b>Range and Depth of Historical Knowledge</b> | <p>begin to describe similarities and differences in artefacts</p> <p>drama - why people did things in the past</p> <p>use a range of sources to find out characteristic features of the past</p> | <p>find out about people and events in other times</p> <p>collections of artefacts - confidently describe similarities and differences</p> <p>drama - develop empathy and understanding (hot seating, sp. and listening)</p> | <p>find out about everyday lives of people in time studied</p> <p>compare with our life today</p> <p>identify reasons for and results of people's actions</p> <p>understand why people may have had to do something</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p> | <p>use evidence to reconstruct life in time studied</p> <p>identify key features and events</p> <p>look for links and effects in time studied</p> <p>offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p> | <p>study different aspects of life of different people - differences between men and women</p> <p>examine causes and results of great events and the impact on people</p> <p>compare life in early and late times studied</p> <p>compare an aspect of life with the same aspect in another period</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p> | <p>find 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 period 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> <p>Compare and contrast ancient civilisations</p> |

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| <p><b>Interpretations of History</b></p> | <p>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)<br/>(photos, BBC website)</p> | <p>compare pictures or photographs of people or events in the past<br/>able to identify different ways to represent the past</p> | <p>identify and give reasons for different ways in which the past is represented<br/>distinguish between different sources and evaluate their usefulness<br/>look at representations of the period - museum cartoons, etc.,</p> | <p>look at the evidence available<br/>begin to evaluate the usefulness of different sources<br/>use of text books and historical knowledge</p> | <p>compare accounts of events from different sources. Fact or fiction<br/>offer some reasons for different versions of events</p> | <p>link sources and work out how conclusions were arrived at<br/>consider ways of checking the accuracy of interpretations - fact or fiction and opinion<br/>be aware that different evidence will lead to different conclusions<br/>confident use of the library etc. for research</p> |
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| <b>Historical Enquiry</b>             | <p>sort artefacts "then" and "now"</p> <p>use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p> | <p>use a source - why, what, who, how, where to ask questions and find answers</p> <p>sequence a collection of artefacts</p> <p>Use of time lines</p> <p>discuss the effectiveness of sources</p> | <p>use a range of sources to find out about a period</p> <p>observe small details - artefacts, pictures</p> <p>select and record information relevant to the study</p> <p>begin to use the library, e-learning for research</p> <p>ask and answer questions</p> | <p>use evidence to build up a picture of a past event</p> <p>choose relevant material to present a picture of one aspect of life in time past</p> <p>ask a variety of questions</p> <p>use the library, e-learning for research</p> | <p>begin to identify primary and secondary sources</p> <p>use evidence to build up a picture of life in time studied</p> <p>select relevant sections of information</p> <p>confident use of library, e-learning, research</p>           | <p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>bring knowledge gathering from several sources together in a fluent account</p> |
| <b>Organisation and Communication</b> | <p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports, labelling, simple recount)</p>   | <p>Class display/ museum annotated photographs</p>  | <p>communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama, mode</p>  | <p>select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in groups</p>            | <p>fit events into a display sorted by theme time</p> <p>use appropriate terms, matching dates to people and events</p> <p>record and communicate knowledge in different forms: work independently and in groups showing initiative</p> | <p>select aspect of study to make a display</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>plan and carry out individual investigations</p>   |