

History Skills Progression						
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Sequence events or objects in chronological order Uses words and phrases: old, new, young, days, months	Sequence events closer together in time Describes memories of key events in lives Puts 3 people/events/artefacts in order using a given scale Uses words and phrases: recently, before, after, now, later, past, present Uses past and present when telling others about an event	Uses timelines to sequence events or artefacts Understands timelines can be split into BC and AD Uses words and phrases: century, decade Can use dates related to the passing of time	Can place names and places of significant events on a timeline Divides recent history into present using 21 st century, and the past using 19 th and 20 th centuries Uses words and phrases: century, decade, BC, AD, after, before, during	Uses timelines to place and sequence local, national and international events Sequence historical periods Uses words and phrases: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period	Can place current study on a time line in relation to other studies Uses timelines to demonstrate changes in developments in culture, technology, religion and society Uses words and phrases as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians, today Describes main changes in a period of history using words: social, religious, political, technological and cultural
Range and Depth of historical knowledge	Tell the difference between past and present in own and others' lives Can describe the similarities and differences in artefacts	Uses information to describe the past Recounts main events from a significant event in history Uses evidence to explain reasons why people in the past acted as they did developing empathy and understanding (hot seating, role play)	Find out about everyday lives of people in the time studied Compare with our lives today Identify reasons for and results of people's action Understand why people may have had to do something	Use evidence to reconstruct life in the time studied Identify key features and events Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during that time period Describes how some of the past events/people affect life today Study an ancient society in detail	Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world Examine causes and results of great events and the impact on people Compare an aspect of life with the same aspect in another period Study an ancient society in detail	Gives own reasons why changes may have occurred, backed up with evidence Find out about beliefs, behavior and characteristics of people recognising that not everyone shares the same views or feelings Describes how some changes affect life today Makes links between some features of past societies
Interpretations of History	Beginning to identify and recount some features of the past from sources i.e. photos, videos, first-hand accounts etc...	Understand why some people in the past did things Able to identify different ways to represent the past	Identify and give reasons for the different ways in which the past is represented Distinguish between 2 different sources and evaluate their usefulness Look at representation of that period i.e. field trips/pictures etc...	Gives reasons why there may be different accounts of history	Compare accounts of events from different sources (these can be fact and fiction) Offer some reasons for the difference in events	Understands that the past has been represented in different ways Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history
Historical Enquiry	Ask and answer questions related to different artefacts/sources Sort artefacts into 'then' and 'now' Use as wide range of sources as possible	Use a source to ask questions: 'what was it like for a?', 'what happened in the past?', 'how long ago did Happen?' . Use evidence from these sources to answer questions. Sequence a collection of artefacts. Use timelines to order events closer in time. Begin to discuss the effectiveness of sources.	Uses printed sources, the internet, pictures, photos, music, artefacts, historical building and field trips to collect information about the past Asks questions: 'how did people ...?', 'what did people do for ...?' . Suggest sources of evidence to use to help answer questions	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, field trips to collect information Understands the difference between a primary and secondary source Asks questions: 'what was it like for a ... during ...?' Suggest sources of evidence from a selection provided to help answer questions	Asks a range of questions about the past Chooses reliable sources of evidence to answer questions Realises that there is not often a single answer to historical questions	Identifies and uses different sources of information and artefacts Evaluates the usefulness and accurateness of different sources of evidence Selects the most appropriate source of evidence for particular tasks Forms own opinions about historical events from a range of sources
Pupil outcomes	Written: reports, labeling, simple recount 3D Timelines - (sequencing artefacts/pictures) Drawing Drama/role play ICT Photographic evidence	Written: descriptions of people, artefacts and events, simple stories, recounts, Drawn Timelines Drawings: diagrams with labels Writes own date of birth Drama/role play ICT Photographic evidence	Written: All descriptions of people, artefacts and events, simple stories and recounts use dates and terms with increasing accuracy Drawn Timelines Drawings: diagrams with labels Drama/role play ICT Photographic evidence can discuss using different ways of presenting information for different purposes	Written: All descriptions of people, artefacts and events, simple stories and recounts uses and dates and specific vocabulary accurately Drawn Timelines Drawings: diagrams with labels Drawings: diagrams with labels Drama/role play ICT Photographic evidence presents information for different purposes based on the needs of the audience	Written: All descriptions of people, artefacts and events, simple stories and recounts uses and dates and specific vocabulary accurately Drawn Timelines Drawings: diagrams with labels Drama/role play ICT Photographic evidence presents information for different purposes based on the needs of the audience	