

Progression of Skills in History

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> - Can look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> - Sequence events in their life. - Sequence 3 or 4 artefacts from distinctly different periods of time. - Match objects to people of different ages. 	<ul style="list-style-type: none"> - Sequence artefacts closer together in time, checking with reference books. - Sequence photographs etc from different periods of their life. - Describe memories of key events in lives. 	<ul style="list-style-type: none"> - Place the time studied on a time line. - Use dates and terms related to the study unit and passing of time. 	<ul style="list-style-type: none"> - Place events from period studied on time line. - Use terms related to the period and begin to date events. - Understand more complex terms eg BC/AD. 	<ul style="list-style-type: none"> - Know and sequence key events of time studied. - Use relevant terms and period labels. - Make comparisons between different times in the past. 	<ul style="list-style-type: none"> - Place current study on time line in relation to other studies. - Use relevant dates and terms. - Sequence up to 10 events on a time line.
Range and depth of historical knowledge	<ul style="list-style-type: none"> - Recognise the difference between past and present events in their own lives. - Know some reasons why people's lives were different in the past. 	<ul style="list-style-type: none"> - Recognise the difference between past and present in their own and other's lives. - They know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> - Recognise why people did things, why events happened and what happened as a result to make them significant (both from within living memory and beyond). - Identify differences between ways of life at different times. - Know historical events, people and places from our locality. 	<ul style="list-style-type: none"> - Find out about everyday lives of people in time studied. - Compare with our life today. - Identify reasons for and results of people's actions. - Understand why people may have wanted to do something. 	<ul style="list-style-type: none"> - Use evidence to reconstruct life in time studied. - Identify key features and events of time studied. - Look for links and effects in time studied. - Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> - Study different aspects of different people eg differences between men and women. - Examine causes and results of great events and the impact on people. - Compare life in early and late 'times' studied. - Compare an aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> - Find out about beliefs, behavior and characteristics of people, recognising that not everyone shares the same views and feelings. - Compare beliefs and behaviour with another time studied. - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. - Know key dates, characters and events of time studied.

Interpretations of history		<ul style="list-style-type: none"> - Use stories to encourage children to distinguish between fact and fiction. - Compare adults talking about their past; how reliable are their memories? 	<ul style="list-style-type: none"> - Compare two versions of a past event. - Compare pictures or photographs of people or events in the past. - Discuss reliability of photos/ accounts/ stories. 	<ul style="list-style-type: none"> - Identify and give reasons for different ways in which the past is represented. - Distinguish between different sources; compare different versions of the same story. - Look at representations of the period (cartoons etc). 	<ul style="list-style-type: none"> - Look at the evidence available. - Begin to evaluate the usefulness of different sources. - Use text books and historical knowledge. 	<ul style="list-style-type: none"> - Compare accounts of events from different sources; fact or fiction? - Offer some reasons for different versions of events. 	<ul style="list-style-type: none"> - Link sources and work out how conclusions were arrived at. - Consider ways of checking the accuracy of interpretations; fact, fiction or opinion. - Be aware that different evidence will lead to different conclusions. - Confidently use the library and internet for research.
Historical enquiry		<ul style="list-style-type: none"> - Find answers to simple questions about the past from sources of information eg artefacts. 	<ul style="list-style-type: none"> - Use a source; observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> - Use a range of sources to find out about a period. - Observe small details in artefacts/ pictures etc. - Select and record information relevant to the study. - Begin to use the library and internet for research. 	<ul style="list-style-type: none"> - Use evidence to build up a picture of a past event. - Choose relevant material to present a picture of one aspect of life in time past. - Ask a variety of questions. - Use the library and internet for research. 	<ul style="list-style-type: none"> - Begin to identify primary and secondary sources. - Use evidence to build up a picture of a past event. - Select relevant sections of information. - Use the library and internet for research with increasing confidence. 	<ul style="list-style-type: none"> - Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Suggest omissions and the means of finding out. - Bring knowledge gathered from several sources together in a fluent account.
Organisation and communication	<ul style="list-style-type: none"> - Recount experiences and imagine possibilities, often connecting ideas. 	<ul style="list-style-type: none"> - Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT 			<ul style="list-style-type: none"> - Recall, select and organise historical information. - Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> - Select and organise information to produce structured work, making appropriate use of dates and terms.
Coverage	<ul style="list-style-type: none"> Suggestions include (but <u>are not</u> statutory): 		<ul style="list-style-type: none"> Pupils should be taught about: - Changes in Britain from the Stone Age to the Iron Age. 				

<p>KS2: Year A Year B Year C Year D</p>		<p>Events: Great Fire of London, the first aeroplane flight.</p> <p>Comparing aspects of life in different periods: Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.</p>	<ul style="list-style-type: none"> - The Roman Empire and its impact on Britain. - Britain settlement by Anglo-Saxons and Scots. - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - A local history study (of Frieth) - A study of an aspect or theme in British history beyond 1066 (Victorians, World War II) - Achievements of earliest civilizations (an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) - Ancient Greece - A non-European society that provides contrast with British history (chosen from early Islamic civilization, Mayan civilization, Benin).
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