

**Skills Progression – History**

	<b>Chronology</b>	<b>Historical Knowledge</b>	<b>Interpretation of History</b>	<b>Historical Enquiry</b>
<b>Yr R</b>	Show an awareness of the passing of time. Sequence the school day and the days of the week. Sequence photos of people of different ages. Begin to use basic time vocabulary.	Describe changes in their own lives. Describe similarities and differences between them as a baby, a toddler and now.	Listen to different versions of the same story. Look at different pictures of the same person. Discuss different versions of an event at school.	Handle, question, observe and sketch a range of sources. Distinguish between old and new. Begin to use vocabulary related to the type of source and evidence.
<b>Yr 1</b>	Describe memories of key events in their lives. Sequence 3 or 4 objects from distinctively different periods of time e.g. toys, household items. Use basic time vocabulary e.g. now, then.	To recognise how people did things i.e. in the home and how it affects us today. To recognise features of past societies both as far back as grandparents and earlier.	Recognise examples of past and present. Understand events from different points of view.	Begin to recognise sources of information for finding out about History e.g. people, books, artefacts. Begin to observe and handle artefacts to answer questions about the past. Develop questioning skills.
<b>Yr 2</b>	Sequence events in their own lives. Sequence artefacts closer together in time e.g. toys, household items. Order events and famous people chronologically. Use time vocabulary e.g. now, then, future, past, present.	Identify differences between the ways of life at different times. Begin to realise that there are reasons why famous people in the past acted the way that they did.	Begin to identify some different ways in which the past is represented. Discuss a historical event from two view points.	Find answers to questions about the past from a range of sources e.g. pictures, museums, eye witness accounts (diaries). Begin to use clues and evidence to find out about historical events.
<b>Yr 3</b>	Recognise that the past can be divided into different periods e.g. Ancient and Modern. Place periods studied on a prepared timeline. Place events from periods studied on a prepared timeline. Begin to use dates and terms e.g. AD, BC.	Demonstrate factual knowledge and understanding of some of the main aspects of the topics covered e.g. key people and events. Begin to understand that history covers aspects of the human condition/lifestyles of the past.	Be exposed to the different ways the past is presented e.g. books, internet and oral history. Begin to discuss the difference between fact and opinion.	Begin to ask questions and answer them using a range of sources including ICT. Begin to understand how artefacts/people, images and evidence can aid understanding of topics covered.
<b>Yr 4</b>	Recognise that the past can be divided into different periods of time e.g. Roman Times. Place periods studied on a timeline. Place events from periods studied on a timeline. Recognise the role of dates and historical periods and know how to use and organise this information.	Demonstrate knowledge and understanding of some of the main events, people and changes within the periods studied. Begin to make some links between different periods and societies studied.	Identify some of the different ways in which the past is represented. Begin to recognise the difference between fact and opinion.	Ask and answer questions about the past using artefacts, pictures and documents. Use sources of information; including ICT, in ways that go beyond simple observations to answer historical questions.
<b>Yr 5</b>	Place events, people and changes into periods of time.	Show factual knowledge and understanding of aspects of both the	Discuss the difference between fact and opinion.	Ask and answer questions and select relevant information when researching a

	Place current study on a timeline in relation to other studies. Use dates and terms to describe time including BC, AD, century and decade.	history of Britain and the wider world. Recognise the main characteristics of past societies and periods.	Discuss examples of aspects of the past which could or have been interpreted in different ways.	topic area or theme. Find out about events, people and changes from a range of information, including ICT, artefacts, pictures, documents and questionnaires.
<b>Yr 6</b>	Recognise periods can be divided into sub sections such as the reign of a monarch and organise information chronologically within these periods. Place a range of different time periods on a timeline. Make appropriate use of dates, chronological terms and conventions such as BC, AD, century, decade, ancient and modern.	Identify changes and recognise links within and across periods. Give reasons for changes within a historical period.	Recognise that events can be interpreted and represented in different ways. Give reasons why different viewpoints exist in history.	Begin to identify, select, combine and evaluate sources of information to reach and support a conclusion about specific areas studied. Plan and carry out a simple historical enquiry to compare past/present using an appropriate range of sources including ICT based sources.

Based on History Progression documents recommended by Patricia Hannam from the History HIAS team.