

### History Progress of Skills at Dobwalls

Skill	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time - check with reference book</li> <li>• Sequence photographs etc. from different periods of their life</li> <li>• Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a time line</li> <li>• Use dates and terms related to the study unit and passing of time</li> <li>• Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence up to 10 events on a time line</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others lives</li> <li>• They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied</li> <li>• Compare with our life today</li> <li>• Identify reasons for and results of people's actions</li> <li>• Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• Compare beliefs and behaviour with another time studied</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>• Know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Compare 2 versions of a past event</li> <li>• Compare pictures or photographs of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources – fact or fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare adults talking about the past – how reliable are their memories?</li> </ul>	<p>people or events in the past</p> <ul style="list-style-type: none"> <li>• Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>• Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> </ul>
<b>History enquiry</b>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details – artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask a variety of questions</li> <li>• Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>