

# Progression in History Skills

	Chronology	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry
<b>Early Years</b>	<p>use everyday language related to time....talk about things they did at the weekend, yesterday, this morning</p> <p>use a visual timetable</p> <p>order and sequence familiar events</p>	<p>birthdays, days, months, seasons</p> <p>understanding changes in their own lifetime personal timeline</p>	<p>recount an event, verbally and written.</p> <p>children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories</p>	<p>look closely at and talk about similarities, differences, patterns and change</p> <p>answer 'how' and 'why' questions about their experiences and in response to stories and events</p>
<b>Year 1</b>	<p>sequence events or objects in chronological order</p> <p>Recognise the distinction between present and past in their own and other people's lives</p>	<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>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p>	<p>sort artefacts “then” and “now”</p> <p>use as wide a range of sources as possible</p> <p>to ask and answer questions related to different sources and objects</p>
<b>Year 2</b>	<p>sequence artefacts closer together in time</p> <p>sequence events and use related language</p> <p>sequence photos etc from different periods of their life</p> <p>describe memories of key events in lives</p> <p>know and recount episodes from stories about the past</p>	<p>find out about people and events in other times collections of artefacts</p> <p>confidently describe similarities and differences</p> <p>drama – develop empathy and understanding (hot seating, sp. and listening)</p> <p>Begin to recognise that there are reasons why people in the past acted as they did.</p>	<p>compare pictures or photographs of people or events in the past</p> <p>able to identify different ways to represent the past</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 time lines</p> <p>discuss the effectiveness of sources</p>

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<b>Year 3</b>	<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>ind 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</p>	<p>identify and give reasons for different ways in which the past is represented</p> <p>distinguish between different sources and evaluate their usefulness</p> <p>look at representations of the period – museum,</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>
<b>Year 4</b>	<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>identify and give reasons for different ways in which the past is represented</p> <p>distinguish between different sources and evaluate their usefulness</p> <p>look at representations of the period – museum,</p>	<p>look at the evidence available</p> <p>begin to evaluate the usefulness of different sources</p> <p>use of text books and historical knowledge</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>

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<b>Year 5</b>	<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>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</p>	<p>compare accounts of events from different sources. Fact or fiction</p> <p>offer some reasons for different versions of events</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>
<b>Year 6</b>	<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>	<p>look at the evidence available</p> <p>begin to evaluate the usefulness of different sources</p> <p>use of text books and historical knowledge</p>	<p>link sources and work out how conclusions were arrived at</p> <p>consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>be aware that different evidence will lead to different conclusions</p> <p>confident use of the library etc. for research</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>