

## History Progression of Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and Understanding (of Events, People and Changes in the Past)</b>	<p>Know some reasons why people's lives were different in the past.</p>	<p>Understand key features of events</p> <p>Sequence events and recount changes within living memory</p> <p>Recall some facts about people/events before living memory</p> <p>Identify some similarities and differences between ways of life in different periods</p> <p>Give examples of things that are different in their life from that of a long time ago (in a specific period of history)</p> <p>Describe some simple similarities and difference between artefacts</p> <p>Understand the difference between things that happened in the past and the present</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p> <p>Describe changes within living memory that are significant nationally or globally, eg the Great Fire of London</p> <p>Work out things about the past by looking at artefacts, images etc</p> <p>Understand that there are different types of evidence that tell us about life in the past</p> <p>Begin to recognise that there are reasons why people acted as they did</p>	<p>Find out about the everyday lives of people in a time studied and compare with our life today</p> <p>Identify reasons for and results of people's actions - understand why people may have wanted to do something</p> <p>Use evidence to give reasons why changes may have occurred</p> <p>Describe some similarities and differences between some people, events and objects (artefacts) I have studied</p> <p>Begin to describe how some of the things I have studied from the past affect life today.</p>	<p>Use evidence to reconstruct life in the time studied - identify key features + events (understand that life was not the same for everyone in a given period)</p> <p>Describe how some of the things I have studied from the past affect/influence life and the world today.</p> <p>Compare and contrast life from another period to life today</p> <p>Give reasons why events happened or why people behaved as they did</p>	<p>Choose reliable sources of information to find out about the past</p> <p>Give reasons why changes might have happened, backed up by evidence</p> <p>Make links between some of the features of past societies, eg. religion, homes, society</p> <p>Describe how past events have impacted on life and the world today</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views + feelings.</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write an explanation of a past event in terms of cause + effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters + events of time studied</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>

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<b>Chronology</b>	<p>Know the difference between past and present in their own lives.</p>	<p>Place known events and objects in chronological order</p> <p>Order a set of events/objects</p> <p>Use a timeline to place important events</p> <p>Use common words and phrases relating to the passing of time</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Sequence a set of events in chronological order and give reasons for their order</p>	<p>Place some historical periods in a chronological framework</p> <p>Use a timeline within a specific time in history to set out the order things may have happened</p> <p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Sequence a set of events in chronological order and give reasons for their order</p>	<p>Place events from a period studied on time line</p> <p>Use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time</p> <p>Understand that a timeline can be divided into BC/AD</p> <p>Begin to sequence major historical periods on a timeline</p>	<p>Know and sequence key events of the time studied</p> <p>Relate current studies to previous studies</p> <p>Use relevant terms and begin to use and know key dates</p> <p>Order significant dates and events on a timeline</p>	<p>Know and sequence key events of the time studied</p> <p>Relate current studies to previous studies</p> <p>Use relevant terms and begin to use and know key dates</p> <p>Order significant dates and events on a timeline</p>
<b>Historical Enquiry</b>	<p>To look at pictures and artefacts and to identify old and new – look for similarities and differences</p>	<p>Find answers to some simple questions about the past from simple sources of information, eg. books, videos, photographs and artefacts</p> <p>Ask and answer relevant basic questions about the past -Which things are old and which are new? What were people doing? What were they used for?</p>	<p>Ask questions about events that happened in the past or what life was like and select information to help them answer the question</p>	<p>Ask and answer questions about the past by using historical sources, eg. artefacts, images, the internet</p> <p>Begin to select relevant historical information</p>	<p>Begin to select and combine information from historical sources to answer more complex questions about the past eg. How can we know so much about a civilization such as Ancient Greeks that lived so long ago?</p>	<p>Begin to identify primary + secondary sources</p> <p>Use evidence to build up a picture of life in time studied, selecting the relevant pieces of evidence</p> <p>Suggest sources of evidence to help answer questions and use them confidently for research</p>	<p>Recognise primary + secondary sources</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions</p>

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<b>Historical Interpretation</b>	<p>To listen to stories to find out about the past and talk about what they have read</p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Relate his/her own account of an event and understand that others may give a different version – how reliable are memories?</p>	<p>Compare 2 versions of a past event</p> <p>Look at and give evidence about why people might have acted as they did</p> <p>Compare pictures or photographs of people or events in the past - discuss reliability of photos/accounts/ stories</p>	<p>Identify + give reasons for the different ways in which the past is represented</p> <p>Distinguish between different sources - compare different versions of same story</p> <p>Begin to identify why there may be different accounts of history -look at representations of the period - museum, cartoons etc</p>	<p>Understand that sources can contradict each other</p> <p>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p> <p>Notice differences between versions of the same event</p>	<p>Compare accounts of events from different sources- fact or fiction?</p> <p>Be aware that people both now and in the past represent events or ideas in a way that persuades others</p> <p>Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give clear reasons why there may be different accounts of history</p>	<p>Link sources + work out how conclusions were arrived at - 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 wide range of sources of information</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
<b>Organisation and Communication</b>	<p>To sort objects into old and new</p> <p>To be able to tell and order some events from their own past</p>	<p>To sort objects or events into groups – then and now</p> <p>Begin to use timelines to order events</p> <p>To tell stories about the past (sometimes using role-play)</p> <p>To draw pictures and write sentences to tell about the past</p>	<p>Communicate their knowledge through: discussion, drawing pictures , drama/role play, making models, writing and using ICT</p> <p>Use time lines to order events and people</p>	<p>Communicate my findings about the past using speaking, writing, maths, ICT, drama and drawing skills, using dates and terms</p>	<p>Present findings about the past in the most appropriate way for my audience</p> <p>Use dates and terms accurately</p>	<p>Present findings about the past in the most appropriate way for my audience</p> <p>Use correct historical terminology and accurate dates</p>	<p>Use the key vocabulary of the time to convey my understanding of the past.</p> <p>Choose the most appropriate way to present information, for my audience</p>