



Progression of skills in History

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Talk about past and present events in their own lives.</p> <p>Children can talk about events in the past from their own family members</p>	<p>Sequence some events or 2 related objects in order</p> <p>Sequence events and photos from different periods of living memory</p> <p>Describe memories of key events in living memory</p> <p>VOCAB: old, new, young, days, months</p>	<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Group artefacts together in time</p> <p>VOCAB: recently, before, after, now, later, past and present.</p>	<p>Uses timelines to place events or artefacts in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from period studied on a timeline.</p> <p>VOCAB: century, decade, BC, AD, after, before, during.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Also references to periods/eras e.g. , Viking era, Stone Age</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes in culture, technology, religion and society.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Place up to 10 events on a timeline from a given period.</p>
Range & depth of historical knowledge	<p>Talk about different experiences in their lifetime.</p> <p>Find out about different traditions and special events.</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>(photos, BBC website)</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>Begin to discuss the effectiveness of sources.</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>KS2:Washing line of certainty statements to assess: "I am unsure/I am quite certain/ I am certain etc."</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>Compare accounts of events from different sources.</p> <p>Distinguish between fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations.</p> <p>Be aware that different evidence will lead to different conclusion.</p> <p>Be confident in the use of the library etc. for research</p>

<p>Interpretations of history</p>	<p>Know that different people enjoy different things.</p> <p>Listen to a range of stories.</p>	<p>Sort artefacts “then” and “now”</p> <p>Use as wide a range of sources as possible</p> <p><u>Speaking and listening</u></p> <p>To ask and answer questions related to different sources and objects - focus on replicas/first hand when possible.</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers</p> <p>Use of time lines</p> <p>Discuss how we know about the past and how we can find out more.</p> <p>Ask and answer simple questions related to sources – focus on replicas/first hand when possible.</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures.</p> <p>Form own questions and answers. select and record information relevant to the study.</p> <p>Begin to use the library, e-learning for research.</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 use the library, e-learning for research</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 information</p> <p>Confident use of library, e-learning, research</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and reasons for these.</p> <p>Knowledge gathering from several sources together in a fluent account.</p>
<p>Historical enquiry</p>	<p>Children talk about events that have happened or may happen in the future.</p> <p>Use talk to sequence events and ask and answer questions.</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’</p> <p>Estimates the ages of people by studying and describing their features.</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as ‘how did people? What did people do for?’</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>

