

History skills progression map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<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 of study on time line</li> <li>*Use terms related to the period and begin to date events</li> <li>*Understand more complex terms eg 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 a timeline 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>
Range and depth of Historical knowledge	<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 every day 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>
Interpretations of history	<ul style="list-style-type: none"> <li>*Use stories to encourage children to distinguish between fact and fiction</li> <li>*Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>*Compare 2 versions of a past event</li> <li>*Compare pictures or photographs of people or events in the past</li> <li>*Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and give reasons for different ways in which the past is represented</li> <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>*Look at the evidence available</li> <li>*Begin to evaluate the usefulness of different sources</li> <li>*Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>*Compare accounts of events from different sources – fact or fiction</li> <li>*Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>*Link sources and work out how conclusions were arrived at</li> <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>
Historical enquiry	<ul style="list-style-type: none"> <li>*Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>	<ul style="list-style-type: none"> <li>*Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<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>
Organisation and communication	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing pictures</li> <li>Drama/role play</li> <li>Making models</li> <li>Writing</li> <li>Using ICT</li> </ul>		<ul style="list-style-type: none"> <li>*Recall, select and organise historical information</li> <li>*Communicate their knowledge and understanding.</li> </ul> <p>*Using appropriate vocabulary to communicate including: dates, time period, era, change, chronology.</p>			<ul style="list-style-type: none"> <li>*Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul> <p>*Using appropriate vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p>