

History skills progression map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Chronological understanding	<ul style="list-style-type: none"> *Sequence events in their life *Sequence 3 or 4 artefacts from distinctly different periods of time *Match objects to people of different ages 	<ul style="list-style-type: none"> *Sequence artefacts closer together in time - check with reference book *Sequence photographs etc. from different periods of their life *Describe memories of key events in lives 	<ul style="list-style-type: none"> *Place the time studied on a time line *Use dates and terms related to the study unit and passing of time *Sequence several events or artefacts 	<ul style="list-style-type: none"> *Place events from period of study on time line *Use terms related to the period and begin to date events *Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> *Know and sequence key events of time studied *Use relevant terms and period labels *Make comparisons between different times in the past 	<ul style="list-style-type: none"> *Place current study on a timeline in relation to other studies *Use relevant dates and terms *Sequence up to 10 events on a time line 	
Range and depth of Historical knowledge	<ul style="list-style-type: none"> *Recognise the difference between past and present in their own and others lives *They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> *Recognise why people did things, why events happened and what happened as a result *Identify differences between ways of life at different times 	<ul style="list-style-type: none"> *Find out about every day lives of people in time studied *Compare with our life today *Identify reasons for and results of people's actions *Understand why people may have wanted to do something 	<ul style="list-style-type: none"> *Use evidence to reconstruct life in time studied *Identify key features and events of time studied *Look for links and effects in time studied *Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> *Study different aspects of different people - differences between men and women *Examine causes and results of great events and the impact on people *Compare life in early and late 'times' studied *Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> *Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings *Compare beliefs and behaviour with another time studied *Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation *Know key dates, characters and events of time studied 	
Interpretations of history	<ul style="list-style-type: none"> *Use stories to encourage children to distinguish between fact and fiction *Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> *Compare 2 versions of a past event *Compare pictures or photographs of people or events in the past *Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> *Identify and give reasons for different ways in which the past is represented *Distinguish between different sources – compare different versions of the same story *Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> *Look at the evidence available *Begin to evaluate the usefulness of different sources *Use text books and historical knowledge 	<ul style="list-style-type: none"> *Compare accounts of events from different sources – fact or fiction *Offer some reasons for different versions of events 	<ul style="list-style-type: none"> *Link sources and work out how conclusions were arrived at *Consider ways of checking the accuracy of interpretations – fact or fiction and opinion *Be aware that different evidence will lead to different conclusions *Confidently use the library and internet for research 	
Historical enquiry	<ul style="list-style-type: none"> *Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> *Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> *Use a range of sources to find out about a period *Observe small details – artefacts, pictures *Select and record information relevant to the study *Begin to use the library and internet for research 	<ul style="list-style-type: none"> *Use evidence to build up a picture of a past event *Choose relevant material to present a picture of one aspect of life in time past *Ask a variety of questions *Use the library and internet for research 	<ul style="list-style-type: none"> *Begin to identify primary and secondary sources *Use evidence to build up a picture of a past event *Select relevant sections of information *Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> *Recognise primary and secondary sources *Use a range of sources to find out about an aspect of time past *Suggest omissions and the means of finding out *Bring knowledge gathered from several sources together in a fluent account. 	
Organisation and communication	Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT		<ul style="list-style-type: none"> *Recall, select and organise historical information *Communicate their knowledge and understanding. 			<ul style="list-style-type: none"> *Select and organise information to produce structured work, making appropriate use of dates and terms. *Using appropriate vocabulary to communicate including: dates, time period, era, change, chronology. 	<ul style="list-style-type: none"> *Using appropriate vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade, legacy.