Progression of Skills – History
2021 – 2022

	Year 1	Year 2	Year 3	Year 4/5	Year 5/6	
Chronological Understanding	Sequence events or objects in chronological order	Sequence events Sequence photos etc from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Sequence events or artefacts Use dates related to the passing of time	Place events from period studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BCE/AD Relate current studies to previous studies	Place current study on time line in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels Relate current studies to previous studies Make comparisons between different times in history	

Historical Knowledge	Begin to describe similarities and differences in artefacts Why people did things in the past Use a range of sources to find out characteristic features of the past	Find out about people and events in other times Collections of artefacts – confidently describe similarities and differences Develop empathy and understanding (hot seating, sp. and listening	Find out about everyday 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 had to do something Study change through the lives of significant individuals	Use evidence to reconstruct life in time studied Identify key features and events Look for links and effects in time studied Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations Compare an aspect of life with the same aspect in another period	Study different aspects of life of different people – differences between men and women Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Examine causes and results of great events and the impact on people Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Eygpt)	

					Compare and contrast ancient civilisations	
Interpretations of History	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Compare pictures or photographs of people or events in the past Able to identify different ways to represent the past	Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum, cartoons	Look at the evidence available Compare accounts of events from different sources. Fact or fiction Begin to evaluate the usefulness of different sources Use of text books and historical knowledge	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 Offer some reasons for different versions of events	

Historical Enquiry	Sort artefacts "then" and "now" Use as wide a range of sources as possible Speaking and listening to each other To ask and answer questions related to different sources and objects	use a source – why, what, who, how, where to ask questions and find answers Sequence a collection of artefacts Use of time lines Discuss the effectiveness of sources	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, e-learning for research Ask and answer questions	Use evidence to build up a picture of a past event Begin to identify primary and secondary sources Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library, e-learning for research	Recognise primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Confident use of library, e-learning, research	
Organisation Communication	Time lines (3D with objects/ sequential pictures) Drawing Drama/role play	Class display museum annotated photographs ICT Drama Writing	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	Select data and organise it into a data file to answer historical questions Know the period in which the study is set	Fit events into a display sorted by theme time Use appropriate terms, matching dates to people and events	

	Writing (reports, labelling, simple recount) ICT			Display findings in a variety of ways Work independently and in groups	Record and communicate knowledge in different forms· work independently and in groups showing initiative	