



Progression of Skills in History.

	Year 1	Year 2	Year 3	Year 4	Year 5
Chronological understanding	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Be aware of the past, using common words & phrases relating to time.	Sequence artefacts closer together in time. Describe memories of key events in lives. Be aware of the past, using common words & phrases relating to time.	Place the time studied on a timeline. Use dates and terms related to the study unit and the passing of time. Sequence several events or artefacts.	Place events from a period studied on a timeline. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.
Range and depth of historical knowledge	Recognise the difference between past and present in own and others' lives. They know and recount episodes from stories about the past.	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	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 wanted to do something.	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 valid explanation for some events.	Examine causes and results of great events and the impact on people. Compare life in early and modern periods of times studied. Compare an aspect of life with the same aspect in another period.
Interpretations of history	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	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.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	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.	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.	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.
Organisation and communication	Communicate their knowledge through: - discussions - Drawing pictures - Drama/ roleplay - Making models - Writing - Using ICT			Recall, select and organise historical data. Communicate their knowledge and understanding.	