

Skills and Knowledge Progression: History

	Chronological Understanding	Knowledge and Understanding	Historical interpretations	Historical enquiry	Presenting, organising and communicating
Year 1	<p>Use words and phrases to show the passing of time or chronology (e.g. old, new, oldest, newest, modern, past, before and after).</p> <p>Sequence artefacts/pictures from different periods in chronological order.</p> <p>Match artefacts to people from different periods.</p>	<p>Recognise the difference between the past and present.</p> <p>Know and recount episodes from stories and significant events in history.</p>	<p>Use different sources to find out about the past (e.g. photographs, artefacts, stories, adults talking about the past).</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Start to compare two versions of a past event.</p>	<p>Find answers to simple questions about the past from sources of information (e.g. artefacts).</p> <p>Ask and answer questions about different sources to find out about the past.</p>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> - discussion - drawing pictures - writing - drama/role play - using ICT <p>Understand historical vocabulary and vocabulary linked to each topic</p>
Year 2	<p>Sequence artefacts/pictures that are close together in time, in chronological order.</p> <p>Sequence events that are close together in time, in chronological order.</p> <p>Order dates from earliest to latest on a simple timeline.</p> <p>Describe memories of key events and changes that have happened in their own life.</p> <p>Sequence events and pictures from different periods of their life.</p>	<p>Recognise similarities and differences between the past and present.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Describe the achievements of significant individuals from the past.</p>	<p>Identify different types of sources (e.g. photographs, artefacts, stories, accounts) and use them to find out about the past.</p> <p>Discuss reliability of photos/accounts/stories.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Compare two versions of a past event.</p>	<p>Observe or handle different sources to find answers to simple questions about the past, based on simple observations.</p> <p>Ask and answer questions about different sources to find out about the past.</p> <p>Choose sources and say how they can be used to find out about the past.</p>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> - discussion - drawing pictures - writing - drama/role play - using ICT <p>Use and understand historical vocabulary and vocabulary linked to each topic.</p>
Year 3	<p>Use dates and terms relating to the study unit and passing of time (e.g. Palaeolithic, Mesolithic, Neolithic periods).</p> <p>Place the period being studied on a timeline, using dates or terms relating to it.</p> <p>Sequence several events, artefacts or historical figures on a timeline.</p>	<p>Compare the everyday lives of people in time studied to our life today.</p> <p>Identify reasons for and consequences of people's actions.</p> <p>Identify how people and events in the past have influenced life today.</p>	<p>Identify the different sources that can be used to represent a period and explain why it is represented in this way.</p> <p>Distinguish between different sources and begin to evaluate their usefulness.</p> <p>Compare two versions of the same story or event in history.</p> <p>Look at representations of the period (museums, cartoons etc).</p>	<p>Use a range of sources to find out about a period or historical event. (e.g. ceramics, pictures, documents, photographs, artefacts and historic sites).</p> <p>Observe small details - artefacts and pictures.</p> <p>Select and record information relevant to the study.</p> <p>Ask and answer questions about the past.</p>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> - discussion - drawing pictures - different genres of writing (e.g. letters, recounts, diaries, poems, adverts etc.) - drama/role play - using ICT <p>Use and understand historical vocabulary (e.g. ruled, reigned, empire, invasion, conquer, kingdoms).</p>

Skills and Knowledge Progression: History

				Begin to use the library and internet for research.	Use and understand vocabulary specific to each topic.
Year 4	<p>Place significant events from the period on a timeline.</p> <p>Use terms relating to the period and begin to date events.</p> <p>Sequence several artefacts or historical figures on a timeline.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Use evidence to reconstruct life in the time studied and compare to life today.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Explain reasons for and consequences of people's actions.</p> <p>Explain how people and events in the past have influenced life today.</p>	<p>Look at the different types of evidence available and explain why the information each source gives us might be different.</p> <p>Evaluate the usefulness of different sources.</p> <p>Compare two or more versions of the same story or event in history.</p> <p>Use textbooks and historical knowledge.</p>	<p>Use a range of sources to build up a picture of a period or historical event. (e.g. ceramics, pictures, documents, textbooks, photographs, artefacts, maps and historic sites).</p> <p>Choose relevant information to present a picture of one aspect of life in time past.</p> <p>Ask and answer a variety of questions about the past</p> <p>Use the library and internet for research.</p>	<p>Communicate their knowledge and understanding through:</p> <ul style="list-style-type: none"> - discussion - drawing pictures - different genres of writing (e.g. letters, recounts, diaries, poems, adverts etc.) - drama/role play - using ICT <p>Begin to present self-directed research about a studied period or event.</p> <p>Use and understand historical vocabulary (e.g. ruled, reigned, empire, invasion, conquer, kingdoms).</p> <p>Use and understand vocabulary specific to each topic.</p>
Year 5	<p>Use relevant terms and period labels (e.g. Early Middle Ages).</p> <p>Place an increasing number of significant events on a timeline.</p> <p>Know and sequence significant events from the period.</p> <p>Make comparisons between different times in history.</p>	<p>Compare different aspects of life for different people in a period (e.g. men and women).</p> <p>Compare life in early and late 'period' studied.</p> <p>Compare an aspect of life with another time period.</p> <p>Explain the causes and results of great historical events and the impact on people.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Begin to understand the difference between primary and secondary sources and the impact of this on reliability.</p>	<p>Use a wide range of sources to build up a picture of a period or historical event (e.g. ceramics, pictures, posters, documents textbooks, photographs, artefacts, statues, maps and historic sites).</p> <p>Begin to identify primary and secondary sources.</p> <p>Select relevant information to give detailed, informed accounts or responses to questions.</p> <p>Confidently use the library and internet for research.</p>	<p>Recall, organise and communicate their knowledge and understanding through:</p> <ul style="list-style-type: none"> - discussion/debate - drawing diagrams - different genres of writing (e.g. letters, recounts, diaries, poems, adverts etc.) - drama/role play - using ICT <p>Present self-directed research about a studied period or event.</p> <p>Use and understand historical vocabulary including abstract terms (e.g. democracy, civilization, social, political, economic, cultural, religious).</p> <p>Use and understand vocabulary specific to each topic.</p>

Skills and Knowledge Progression: History

<p>Year 6</p>	<p>Use relevant dates and terms to describe historical events.</p> <p>Place current period of study on a timeline in relation to other studies.</p> <p>Place up to 10 significant events on a timeline.</p> <p>Know and sequence significant events from the period.</p> <p>Make more detailed comparisons between different times in history.</p>	<p>Compare different beliefs, attitudes and behaviour of people in a time period – recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs, attitudes and behaviour with another time period.</p> <p>Offer alternative explanations of cause and result of great historical events, using evidence to support their ideas.</p> <p>Know key characters from the period studied.</p>	<p>Find and analyse a wide range of evidence about the past, including propaganda.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Compare accounts of events from different sources and understand that different evidence will lead to different conclusions.</p> <p>Consider ways of checking the accuracy of interpretations of the past – fact or fiction and opinion.</p> <p>Understand the difference between primary and secondary sources and the impact of this on reliability.</p>	<p>Use a wide range of sources to build up a picture of a period or historical event (e.g. ceramics, pictures, posters, documents, online material, textbooks, photographs, artefacts, statues, maps and historic sites).</p> <p>Suggest omissions and the means of finding out.</p> <p>Recognise primary and secondary sources.</p> <p>Select and gather relevant information from several sources to give detailed, informed accounts or responses to questions.</p>	<p>Recall, organise and communicate their knowledge and understanding through:</p> <ul style="list-style-type: none"> - discussion/debate - drawing diagrams - different genres of writing (e.g. letters, recounts, diaries, poems, adverts etc.) - drama/role play - using ICT <p>Plan and present self-directed research about a studied period or event.</p> <p>Use and understand historical vocabulary including abstract terms (e.g. democracy, civilization, social, political, economic, cultural, religious).</p> <p>Use and understand vocabulary specific to each topic.</p>
---------------	--	---	--	--	--