

HISTORY SKILLS PROGRESSION	Reception	Year 1/ 2	Year 3/4	Year 5/ 6
Chronology	<ul style="list-style-type: none"> Awareness of passing of time Sequence school day/ days of the week Sequence photos of people of different ages Time vocabulary 	<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 Sequence artefacts closer together in time Sequence photos from different periods in their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studies on a timeline Sequence several events or artefacts Use dates and terms related to the study unit and the passing of time Place events from the period studied on a timeline Use terms related to the period and begin to date events Understand more complex terms e.g. BC AD 	<ul style="list-style-type: none"> 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 the past Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline
Range and depth of historical knowledge	<ul style="list-style-type: none"> Change in their own lives – now and baby Similarities and differences now and then. 	<ul style="list-style-type: none"> Sequence artefacts and explain similarities/ differences Drama – 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 Drama – develop empathy and understanding 	<ul style="list-style-type: none"> Find out about everyday lives of people in times studied and compare with our life today Identify reasons for and results of people's actions Understand why someone may have wanted to do something 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 	<ul style="list-style-type: none"> Study different aspects of lives 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 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared 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"> Read different versions of the same story Look different illustrations of the same person Discuss different versions of an event at school 	<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 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 	<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 Look at the evidence available Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> Compare accounts of events from different sources Offer some reasons for different versions of events Link sources and work out how conclusions are 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 Confident use of the library for research

Historical enquiry	<ul style="list-style-type: none"> Using a source – handle question, observation, sketch Distinguish between old and new Develop vocabulary related to type of ‘source’ and evidence 	<ul style="list-style-type: none"> Sort artefacts ‘then’ and ‘now’ Sequence collections from different periods – similarities and differences Use as wide a range of sources as possible. Use a source – handle, question, observation, sketch Use a source – why, what, who, how, where Sequence a collection of artefacts Time line – collection of artefacts – check in reference books Similarity and differences between sources 	<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, ICT programs for research Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in past times Ask a variety of questions Use the library, ICT programs for research 	<ul style="list-style-type: none"> Begin to identify 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, CD Rom to research Recognise primary and secondary sources Use a range of sources to find out about an aspect of past times. Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> Discussion Pictures drawn by the children Drama/ role play Models Writing 	<ul style="list-style-type: none"> As reception with increasing detail Time lines Class display/ museum Annotated photographs 	<ul style="list-style-type: none"> Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models Select data and organise it to answer historical questions Know the period in which the study is set Display findings in a variety of ways Work independently and in groups 	<ul style="list-style-type: none"> Fit events into a display sorted by theme time Use appropriate terms, matching dates to people and events Record and communicate knowledge in different forms Work independently and in groups showing initiative Select aspects of a study to make a display Use a variety of ways to communicate knowledge and understanding including extended writing Plan and carry out individual investigations
ICT	<ul style="list-style-type: none"> Across key stage 1 Use of television, tape recorder, ICT programs, Digi Blue cameras, etc, to explore historical issues Use of interactive whiteboard for teacher to model finding out information/ display pictures Begin to present their work and appreciate the value of ICT to enhance and refine it’s quality 		<ul style="list-style-type: none"> Across Key stage 2 Find out things from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility Develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy Exchange and share information, both directly and through electronic media Review, modify and evaluate their work, reflecting critically on its quality as it progresses 	