

# All Saints' C. of E. Primary School



## History Skills Progression

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

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