

# 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</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 events on a timeline</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 within the period they are studying on a timeline</li> <li>•Use terms related to the period and begin to date events</li> <li>•Understand more complex historical terms e.g. BC/ AD</li> </ul>	<ul style="list-style-type: none"> <li>•Know and sequence key events from within the period they are studying</li> <li>•Use relevant terms and period labels</li> <li>• Make comparisons</li> <li>•between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>•Place current study on timeline in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>•Sequence up to 10 events on a timeline</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>• 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 everyday 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, recognizing 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>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<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 knowledg</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</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 knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, using ICT.</li> </ul>			<ul style="list-style-type: none"> <li>•Recall, select and organise historical information</li> <li>•Communicate their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>•Select and organize information to produce structured work, making appropriate use of dates and terms</li> </ul>	