



History

Skills Progression Overview

Year group	Chronology change and similarity	Knowledge and understanding	Historical interpretations	Historical enquiry	Communication and organisation
6	<p>Create a timeline to show the time studied in relation to other studies</p> <p>Explain similarities and differences between different periods of time</p>	<p>Use knowledge to describe individual and special features of past societies and times.</p> <p>Compare beliefs and behaviours with another period studied.</p> <p>Know some significant dates, people and events linked to period of time studied, e.g. 1939-1945 WW2</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations (understanding difference in fact or fiction and opinion)</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>	<p>Select an aspect of study to make a display / double page spread / timeline</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual investigations</p>
5	<p>Create a timeline to show the time studied in relation to other studies</p> <p>Identify similarities and differences between different periods of time</p>	<p>Examine causes and results of great events and the influence these have had on life today.</p> <p>Study different aspects of life from the past. Compare with the same aspect in another period.</p> <p>Know some significant dates, people and events linked to period of time studied, e.g. 1066 Vikings / Anglo-Saxons</p>	<p>Compare accounts of events from different sources (understanding difference in fact or fiction)</p> <p>Offer some reasons for different versions of events</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Fit events into a display sorted by theme time</p> <p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in different forms</p> <p>Work independently and in groups showing initiative</p>
4	<p>Place events on a timeline in order</p> <p>Explain how events from the past can be divided into different periods of time</p>	<p>Identify key features and events from the period studied and offer reasonable explanations for some events.</p> <p>Begin to give reasons for the main events and changes for the periods studied.</p>	<p>Begin to evaluate the usefulness of different sources</p> <p>Use information books and historical knowledge to find out new information and justify opinions</p>	<p>Use evidence to build up a picture of the past</p> <p>Use the library and internet for research</p> <p>Use relevant materials to present picture of one aspect of life in time past</p> <p>Begin to evaluate the usefulness of different sources</p>	<p>Select data and organise it to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p>
3	<p>Place events people and objects on a timeline for the period studied</p> <p>Understand that the past can be divided into different periods of time</p>	<p>Identify what life was like in the past – how people lived (during the history studied).</p> <p>Identify what events happened and understand what happened as a result.</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness (compare different versions of the same story)</p>	<p>Begin to research a time period using a range of sources</p> <p>Select and record information relevant to the study</p> <p>Observe small details - artefacts and</p>	<p>Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations and drama</p>



	Sequence a set of events, artefacts, photos, objects in chronological order (with dates where appropriate) and give reasons		Look at different representations of the period (sources found in pictures, museums, photographs)	pictures	
2	Sequence a set of events, artefacts, photos, objects that are close in time in chronological order and give reasons Identify differences between ways of life in the past and present	Recount the main events and people from a significant event in history. To recognise why people did things, why events happened and what happened as a result.	Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Sequence a collection of artefacts Use, observe and handle sources to compare: why, what, who, how, where Answer questions about the past based on simple observations Use timelines	Use historical and topic specific vocabulary, e.g. century,
1	Sequence some events / objects in chronological order Recognise differences between the past and now Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Use stories and drama to talk about things that have happened in the past. To recognise how the achievements of famous people have influenced our lives.	Begin to identify and give reasons for different ways in which the past is represented Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Ask and answer simple questions about the past from sources of information Sort artefacts 'then' and now' Use a wide range of sources	Use vocabulary relating to the passing of time, e.g. in the past, timeline, long ago, once upon a time
R	Use simple words to talk about time / the past Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members	Listen to and retell historical stories Talk about past and events in their own lives and in the lives of family members.	Recognise familiar past events can be represented in different ways e.g. photos, cards, momentos	Identify and talk about similarities and differences	Begin to use vocabulary relating to the passing of time, e.g. long ago, once upon a time