

History Skills Progression

	Reception <u>As a Historian...</u>	Year 1 <u>As a Historian...</u>	Year 2 <u>As a Historian...</u>	Year 3 <u>As a Historian...</u>	Year 4 <u>As a Historian...</u>	Year 5 <u>As a Historian...</u>	Year 6 <u>As a Historian...</u>
Chronological Understanding	<ul style="list-style-type: none"> • (3/4) Understanding the World – Can I begin to make sense of their own life-story and family's history 	<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 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Can I place the time studied on a time line? • Can I use dates and terms related to the study unit and passing of time? • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period studied on time line • 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 period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Range of depth and historical knowledge	<ul style="list-style-type: none"> • (R) Understanding the World – Can I compare and contrast characters from stories, including figures from the past? (<i>Christmas Story and Leah's Star, Babushka and Santa</i>) • (ELG) Understanding the World – Can I understand the past through settings, characters and events encountered in books read in class and storytelling? 	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • 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 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 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares 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"> • (R) Understanding the World – Can I comment on images of familiar situations in the past? (<i>seaside</i>) 	<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 their memories? 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were 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 • Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> • (ELG) Past and Present – Can I talk about lives of people around them and their roles in society? • (ELG) Past and Present – Do I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class? 	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<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 and internet for research 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • 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"> • Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and using ICT. 				<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms.