

Progression of Skills in History

Chronological understanding	- 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 - check with reference book - Sequence photographs etc. from different periods of their life - Describe memories of key events in lives	- Place the time studied on a time line - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts	- Place events from period studied on time line - Use terms related to the period and begin to date events - Understand more complex terms eg BC/AD	- Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past	- 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 and depth of historical knowledge	- Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past	- Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times	- Find out about every day 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	- 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	- 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 - 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 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	- Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their 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	- 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 - Use text books and historical knowledge	- Compare accounts of events from different sources – fact or fiction - Offer some reasons for different versions of events	- 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	Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	- 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	- 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	- 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	- 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	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models..... Writing... Using ICT...			- Recall, select and organise historical information - Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.