

Progression of Knowledge & Skills in History

	Chronology	Range & Depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Organisation & Communication
Year 1	Sequence events or objects in chronological order	Begin to describe similarities & differences in artefacts Drama – why people did things in the past Use a range of sources to find out characteristic features of the past	Begin to identify different ways to represent the past – photos, stories, adults talking about the past	Sort artefacts – then & now Use as wide a range of sources as possible Speaking & listening – links to Literacy To ask & answer questions related to different sources & objects	Time Lines Drawing Drama/role play Writing – reports, labelling, simple recount ICT
Year 2	Sequence artefacts closer together in time Sequence events Sequence photos etc from different time periods of their life Describe memories of key events in their lives	Find out about people & events in other times Collections of artefacts - confidently describe similarities & differences Drama – develop empathy & understanding – hot seating/listening	Compare pictures or photographs of people or events in the past Identify different ways to represent the past	Use a source – why, what, who, how, where to ask questions to find answers Sequence a collection of artefacts Use time lines Discuss the effectiveness of sources	Class Display/Museum Annotated Photographs ICT

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Year 3	Place the time studied on a time line Sequence events or artefacts Use dates related to the passing of time	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 had to do something Study change through the lives of significant individuals	Identify & give reasons for different ways in which the past is represented Distinguish between different sources & evaluate their usefulness Look at representations of the period – museums, cartoons etc	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select & record information relevant to the study Begin to use the library, e-learning for research Ask & answer questions	Communicate knowledge & understanding in a variety of ways – discussions, pictures, writing, annotations, drama etc
Year 4	Place events from period studied on a time line Use terms related to the period & begin to date events Understand more complex terms – BCE/AD	Use evidence to reconstruct life in time studied Identify key features & events Look for links & effects in time studied Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books & historical knowledge	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 As a variety of questions Use the library, e-learning for research	

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Year 5	<p>Place current study on a time line in relation to other studies</p> <p>Know & sequence key events of time studied</p> <p>Use relevant terms & period labels</p> <p>Relate current studies to previous studies</p> <p>Make comparisons between different times in history</p>	<p>Study different aspects of life of different people</p> <p>Examine causes & results of great events & the impact on people</p> <p>Compare life in early & late times studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Study an ancient civilisation in detail</p>	<p>Compare accounts of events from different sources – Fact or Fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Begin to identify primary & secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p> <p>Confident use of library & e-learning for research</p>	<p>Fit events into a display sorted by theme time</p> <p>Use appropriate terms, matching dates to people & events</p> <p>Record & communicate knowledge in different forms</p> <p>Work independently & in groups showing initiative</p>
Year 6	<p>Place current study on a time line in relation to other studies</p> <p>Use relevant terms & dates</p> <p>Sequence up to 10 events on a time line</p>	<p>Find out about beliefs, behaviour & characteristics of people, recognising that not everyone shares the same views & feelings</p> <p>Compare beliefs & behaviour with another period studied</p> <p>Write an explanation of a past event in terms of cause & effect using evidence to support & illustrate the explanation</p> <p>Compare & contrast ancient civilisations</p>	<p>Link sources & work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction or opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library for research</p>	<p>Recognise primary & secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions & the means of finding out</p> <p>Bring knowledge gathering from several sources together in a fluent account</p>	<p>Select an aspect of study to make a display</p> <p>Use a variety of ways to communicate knowledge & understanding, including extended writing</p> <p>Plan & carry out individual investigations</p>