



High Heskett CE Primary School  
Progression of skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Place known events and objects in chronological order</p> <p>Sequence events and recount changes within living memory</p> <p>Use common words and phrases relating to passing of time</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</p>	<p>Place the time studied on a time line and use an increasing range of common words and phrases linking to the passing of time</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Describe memories of key events in his/her life using historical vocabulary</p>	<p>Place events from period studied in a chronological framework (time line )</p> <p>Use historic terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use dates to order and place events on a timeline</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms Sequence up to 10 events on a time line</p>
<b>Historical enquiry</b>	<p>Find answers to simple questions about the past from sources of information</p> <p>Describe some similarities and differences between artefacts and sort from 'then' and 'now'</p> <p>Ask and answer basic questions about the past</p>	<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Use a variety of resources (library,internet) to build up a picture of a past event</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Ask a variety of questions</p>	<p>Compare sources of information available for the study of different times in the past</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p>

<p><b>Historical interpretations</b></p>	<p>Relate own account of an event and understand that others may give a different version</p> <p>Use stories to encourage children to distinguish between fact and fiction</p>	<p>Describe changes within living memory and aspects of change in national life</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p> <p>Describe significant historical events, people and places in his/her own locality</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Understand that sources can contradict each other</p>	<p>Make comparisons between aspects of periods of history and the present day</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – 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><b>Understanding of events, people and change</b></p>	<p>Understand key features of events</p> <p>Understand some similarities and differences between ways of life in different periods</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p>	<p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Give some reasons for some important historical events</p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms using evidence to support arguments</p> <p>Know key dates, characters and events of time studied</p>
<p><b>Organisation and communication</b></p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how he/she has found out about the past</p> <p>Record what he/she has learned by drawing and writing</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>	<p>Present findings and communicate knowledge and understanding in different ways</p> <p>Provide an account of a historical event based on more than one source</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	

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