



## *History – Whole school progression*

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	-sequence events or objects in chronological order	-sequence artefacts closer together in time sequence events; -sequence photos etc from different periods of their life; -describe memories of key events in lives	-place the time studied on a time line; -sequence events or artefacts; -use dates related to the passing of time	-place events from period studied on a time line; -use terms related to the period and begin to date events; -understand more complex terms e.g. BC/AD	-place current study on time line in relation to other studies; -know and sequence key events of time studied; -use relevant terms and periods; -labels relate current studies to previous studies; -make comparisons between different times in history	-place current study on time line in relation to other studies; -use relevant dates and terms; -sequence up to ten events on a time line
<b>Range and depth of historical knowledge</b>	-begin to describe similarities and differences in artefacts; -drama – why people did things in the past; -use a range of sources to find out	-find out about people and events in other times; -collections of artefacts – confidently describe similarities and differences; -drama – develop empathy and understanding (hot	-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	-use evidence to reconstruct life in time studied; -identify key features and events; -look for links and effects in time studied; -offer a reasonable explanation for some events;	-study different aspects of life of different people – differences between men and women; -examine causes and effects of great events and the impact on people;	-find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings; -compare beliefs and behaviour with another period studied;

	characteristic features of the past	seeing, sp. and listening	had to do something; -study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	-develop a broad understanding of ancient civilisations	-compare life in early and late times studied; -compare an aspect of life with the same aspect in another period; -Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	-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; -Compare and contrast ancient civilisations
<b>Interpretations of history</b>	-begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, BBC website)	-compare pictures or photographs of people or events in the past; -be able to identify different ways to represent the past	-identify and give reasons for different ways in which the past is represented; -distinguish between different sources and evaluate their usefulness; -look at representations of the period – eg museum, cartoons	-look at the evidence available and begin to evaluate the usefulness of different sources: -use of 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 (eg cartoons); -confident use of the library etc. for research
<b>Historical Enquiry</b>	-sort artefacts “then” and “now”; -use as wide a range of sources as possible; -speaking and listening (links to literacy) to ask and answer questions	-use a source – why, what, who, how, where to ask questions and find answers; -sequence a collection of artefacts; -use of time lines; discuss the	-use a range of sources to find out about a period; -observe small details – artefacts, pictures; -select and record information relevant to the study;	-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;	-begin to identify primary and secondary sources; -use evidence to build up a picture of life in time studied; -select relevant sections of information; -confident use of	-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

	related to different sources and objects	effectiveness of sources	-begin to use the library, e-learning for research; -ask and answer questions	-use the library, e-learning for research	library, e-learning, research	sources together in a fluent account
<b>Organisation &amp; communication</b>	-time lines (3D with objects/ sequential pictures); -Drawing; -drama/role play; -writing (reports, labelling, simple recount); -ICT	-class display/ museum annotated photographs; -ICT	-communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama	-select data and organise it into a data file to answer historical questions; -know the period in which the study is set; -display findings in a variety of ways; -work independently and in groups	-fit events into a display sorted by theme/time; -use appropriate terms, matching dates to people and events; -record and communicate knowledge in different forms; -work independently and in groups showing initiative	-select aspect of study to make a display; -use a variety of ways to communicate knowledge and understanding including extended writing; -plan and carry out individual investigations