

Progression in History Skills

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Autumn 1&2 : Explorers Spring 1: Toys Spring 2: Grace Darling Summer 1: Travel & Transport	Autumn 1&2: Great Fire of London Summer 1&2: Danger at Sea	Autumn 1&2: World War One Spring 1&2: Stone Age to Iron Age	Autumn 1&2: Vikings Spring 1&2: Romans Summer 1&2: Egyptians	Autumn 1&2: Anglo Saxons and Scots Spring 1&2: Maya Civilisation Summer 1&2: Local study (Linked to Alnwick residential)	Autumn 1: Battle of Britain Spring 1&2: History of Medicine Summer 1&2: Ancient Greece
Chronology	<p>Sequence events or objects in chronological order on a timeline</p> <p>Use words and phrases related to the passing of time e.g. When I was younger/a long time ago etc</p> <p>Understand the difference between things that happened in the past and the present.</p>	<p>Sequence events, objects, photographs or people closer together in chronological order on a timeline</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Describe memories of key events in lives and recount changes in my own life over time.</p>	<p>Sequence events and/or artefacts from the period studied on a timeline.</p> <p>Use dates related to the passing of time.</p> <p>Show awareness that the past can be divided into different historical periods, e.g. developing awareness of AD and BC</p>	<p>Place events from a studied period on a time line.</p> <p>Use terms relating to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC / AD.</p> <p>Describe the main changes in a period in history.</p>	<p>Place current study on a time line in relation to other studies.</p> <p>Know and sequence key events in time studied.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p> <p>Understand more complex terms, and that a timeline can be divided into BC and AD.</p> <p>Describe the main changes in a period in history.</p>	<p>Place current study on a time line in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Greek civilisation and prehistoric Britain</p>

Range and Depth of Historical Knowledge	<p>Explain why people did things in the past</p>	<p>Look at evidence to give and explain reasons why people in the past may have acted the way that they did, developing empathy and understanding</p>	<p>Find out about everyday lives of people in time studied (culture, leisure, clothes, way of life & buildings).</p>	<p>Use evidence to reconstruct life in time studied.</p>	<p>Study different aspects of life of different people – differences between men and women.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>
	<p>Use a range of sources to find out characteristic features of the past.</p> <p>Recall some facts about people/events before living memory.</p> <p>Begin to describe similarities and differences in artefacts.</p>	<p>Find out about people and events in other times and use information to describe the past.</p> <p>Recount the main events from a significant event in history.</p> <p>Confidently describe similarities and differences relating to artefacts.</p>	<p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Study change through the lives of significant individuals.</p>	<p>Identify key features and events in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations.</p> <p>Describe similarities and differences between people, e.g. rich and poor, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and 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 e.g. Maya</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p>	<p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Compare and contrast ancient civilisations e.g. comparing Greece with Egypt</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p>

					<p>Describe how historical events studied affect/ influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology).</p>	<p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/ influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology).</p>
Interpretations of History	<p>Begin to identify different ways to represent the past e.g. photos, stories, discussion, books, videos & artefacts</p>	<p>Be able to identify different ways to represent the past.</p> <p>Compare pictures or photographs of events or people in the past.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and suggest methods of finding answers by using these sources.</p>	<p>Look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Look at different versions of the event in history and identify the differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Compare accounts of events from different sources.</p> <p>Offer some reasons for different versions of events.</p> <p>Understand that some evidence from the past is propaganda, opinion and misinformation, and that this affects interpretations of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact, fiction or opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Understand that some evidence from the past is propaganda, opinion and misinformation, and that this affects interpretations of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>

						Confidently use library etc for research.
Historical Enquiry	<p>Use as wide a range of sources as possible to explain events etc.</p> <p>Ask and answer questions related to different sources and objects.</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Use a wide range of information to answer people's questions.</p> <p>Be able to identify different ways to represent the past.</p>	<p>Use a range of sources and observe small details to ask and answer questions about a period of time.</p> <p>Select and record information relevant to the study.</p> <p>Ask a variety of questions, with increasing independence, using the library, e-learning, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites.</p>	<p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions and find answers independently using the library, e-learning, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites.</p>	<p>Begin to identify primary and 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 pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past for research.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answers.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Confident use of library, e-learning pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past for research.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answers. Bring knowledge gathered from several sources together in a fluent account.</p>
Organisation and Communication	Time lines e.g. 3D with objects/ sequential pictures	Use timelines to order events or objects or place significant people.	Communicate knowledge and understanding in a variety of ways – discussions, pictures,	Communicate knowledge and understanding in a variety of ways - writing, drawing, diagrams, data-handling, drama role-	Use appropriate terms, matching dates to people and events.	Use a variety of ways to communicate knowledge and understanding including extended writing.

	Sort events or objects in to groups e.g. now and then	Describe and communicate ideas about people, objects or events from the past in speaking, writing, drawing, displays, role-play, storytelling and using ICT.	writing, annotations, drama.	play, storytelling and using ICT.	Record and communicate knowledge in different forms,· work independently and in groups showing initiative.	Plan and carry out individual investigations.
	Talk, write and draw about things from the past, including drama/role play activities					
	Tell stories about the past.					
					Communicate ideas about from the past and using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Plan and present a self-directed project or research about a studied period.