



History Progression in Skills KS1/KS2

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Sequence 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 timeline. Sequence events or artefacts. Use dates related to the passing of time. Use and understand BC and AD.	Place events from the period studied on a timeline. Use terms related to the period and begin to date events.	Place current study on a timeline in relation to other studies. Know and sequence key events of time studied. Use relevant terms and periods labels (e.g. medieval, Tudor). Relate current studies to previous studies. Make comparisons between different times in history.	Place current study on a timeline in relation to other studies. Use relevant dates and terms accurately. Sequence up to ten events on a timeline.
Range and Depth of Historical Knowledge	Begin to describe similarities and differences in artefacts. Use drama to show	Find out about people and events in other times. Use drama to develop empathy	Find out about the everyday lives of people in the time studied and compare with our life today.	Use evidence to reconstruct life in time studied. Study change through the lives	Study different aspects of life of different people e.g. differences between men and women.	Find out about beliefs, behaviour and characteristics of people recognising that not everyone



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	<p>why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>and understanding (hot seating).</p>	<p>Identify reasons for and results of people's actions. Understand why people may have had to do something.</p> <p>Develop a broad understanding of ancient civilisations (Ancient Greece and Britain from Stone Age to Iron Age)</p>	<p>of significant individuals e.g. (Queen Elizabeth II and King Edward the Confessor).</p> <p>Identify key features and events.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</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 (Ancient Egypt).</p>	<p>shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Compare and contrast ancient civilisations.</p>
<p>Interpretations of History</p>	<p>Begin to identify different ways to</p>	<p>Compare pictures or photos of people</p>	<p>Identify and give reasons for</p>	<p>Look at and evaluate the</p>	<p>Compare accounts of events from</p>	<p>Link sources and work out how</p>



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	<p>represent the past (photos, stories, adults talking about the past, websites).</p>	<p>or events in the past.</p> <p>Identify different ways to represent the past.</p>	<p>different ways in which the past is represented.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use different representations of the period - museum, cartoons etc.</p>	<p>evidence available.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Use text books and historical knowledge to develop an idea or argument.</p>	<p>different sources.</p> <p>Fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>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>Use the library and internet confidently for research.</p>
<p>Historical Enquiry</p>	<p>Sort artefacts into then and now.</p> <p>Use as wide a range of sources as possible.</p> <p>Ask and answer</p>	<p>Use a source - why, what, who, how, where to ask questions and find answers.</p> <p>Sequence a collection of</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details - artefacts, pictures.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in</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>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past. Suggest</p>



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	questions related to different sources and objects.	artefacts. Use of timelines. Discuss the effectiveness of sources.	Select and record information relevant to the study. Begin to use the library, e-learning for research. Ask and answer questions.	time past. Ask a variety of questions. Use the library, e-learning for research.	Select relevant sections of information. Confident use of the library, e-learning for research.	omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account.
Organisation and Communication	Make timelines using objects or pictures. Drawing Drama/role play Writing ICT	Drawing Drama/role play Writing ICT Class display/museum Annotated photographs	Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotation, drama, models, ICT	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.