

HISTORY SKILLS PROGRESSION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HISTORICAL ENQUIRY	<p>Sort artefacts into 'then' and 'now'</p> <p>Ask and answer questions related to different sources and artefacts.</p>	<p>Observe and handle a range sources of information to find out about the past and discuss the effectiveness of the sources.</p> <p>Ask and answer questions about the past to find out answers.</p>	<p>Use sources of information, including ICT, to find out about events, people and changes.</p> <p>Select and record information relevant to the study, using e-learning for research.</p> <p>Ask and answer different questions.</p>	<p>Use and evaluate sources of information, including ICT, to find out about events, people and changes.</p> <p>Use the relevant material to build up a picture of a past event.</p> <p>Ask and answer a variety of questions.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Select and combine relevant information from different sources.</p> <p>Use the evidence collected to build up a picture of life in the time studied.</p>	<p>Recognise primary and secondary sources.</p> <p>Use, evaluate and link a range of sources to find out about an aspect of the past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Use the knowledge gathered to work out how conclusions were arrived at.</p>

<p>CHRONOLOGY</p>	<p>Sequence events and artefacts into a chronological order.</p> <p>Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.</p>	<p>Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time.</p> <p>Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.</p>	<p>Sequence several events or artefacts into periods of time.</p> <p>Use dates and vocabulary related to the passing of time to place the time studied onto a time line.</p>	<p>Place events, people and changes into correct periods of time on a timeline.</p> <p>Use terms related to the period and begin to date events.</p>	<p>Place events, people and changes into correct periods of time.</p> <p>Make comparisons between different times.</p> <p>Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade.</p>	<p>Place current study on a timeline in relation to other studies, to sequence up to 10 events.</p> <p>Use relevant dates and terms related to the passing of time.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORICAL KNOWLEDGE</p>	<p>Use a range of sources to find out about significant people and why they did things in the past.</p>	<p>Recognise why people did things and why events happened, developing empathy and understanding.</p>	<p>Find out about lives of people in the time period studied and compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p>	<p>Identify key features of people's lives or key features of events.</p> <p>Look for links and effects in the time period studied and offer reasonable explanations.</p>	<p>Study different aspects of life of different people (men and women)</p> <p>Examine causes and results of events, and the impact on people.</p> <p>Compare an aspect of life across early and late times studied.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising differences in views and feelings.</p> <p>Compare beliefs and behaviour with another time period studied.</p> <p>Use evidence to support and illustrate an explanation on the causes and effects of a past event.</p>
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HISTORICAL INTERPRETATION

<p>Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing.</p> <p>Use stories to distinguish between fact and fiction.</p>	<p>Compare photographs of people or events in the past, to identify differences in the ways of life.</p> <p>Identify different ways in which the past is represented.</p>	<p>Recognise similarities and differences between periods of time.</p> <p>Begin to give reasons for and results of the main events and changes.</p>	<p>Identify and describe reasons for and results of historical events, situations and changes in the period studied.</p> <p>Identify different ways in which the past is represented and interpreted.</p>	<p>Identify and describe reasons for and results of historical events, situations and changes within and across different periods.</p> <p>Give reasons for and results of the main changes and events.</p> <p>Show some understanding that aspects of the past have been represented and interpreted in different ways.</p>	<p>Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them.</p> <p>Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied.</p> <p>Recognise the past is represented and interpreted in different ways, and give reasons for this.</p>
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