

History Skills Progression

	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Place the time studied on a timeline</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or Artefacts</p> <p>Understand BC/AD</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand confidently BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
Range and depth of historical knowledge	<p>Find out about everyday lives of</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people in time studied 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</p> <p>Examine causes and results of between men and women great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another 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>
Interpretations of history	<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 the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources - fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrive 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>

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	Look at representations of the period - museum, cartoons etc			Confidently use the library and internet for research
Historical enquiry	<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 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 time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</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>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
Organisation and communication	Communicate their knowledge and understanding	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>