

Progression of Skills in History

KS1

National Curriculum Expectations	Skills Categories	Year 1	Year 2
<p>Develop awareness of the past.</p> <p>Know that historic people and events fit into a chronological framework.</p>	Chronological understanding	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>
<p>Understand changes within living memory and events beyond living memory</p>	Range and depth of historical knowledge	<p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>
<p>Understand different ways the past is represented.</p> <p>Identify similarities and differences between different time periods.</p>	Historical interpretations	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>
<p>Understand how we find out about the past.</p> <p>Ask and answer questions to show they understand key features of events</p>	Historical investigations	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>
<p>Able to use common words and phrases relating to the passing of time.</p>	Organisation and communication (of information)	<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	

KS2

National Curriculum Expectations	Skills Categories	Year 3	Year 4	Year 5	Year 6
Develop chronologically secure knowledge and understanding of British, local and world history.	Chronological understanding	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Note historic connections, contrasts and trends over time. Pupils start to understand long view of historic developments as well as complexity of individual aspects of content.	Range and depth of historical knowledge	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 wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied 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
Construct responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	Historical interpretations	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use 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 Confidently use the library and internet for research
Devise and interpret historically valid questions about change, cause, similarity and difference, and significance.	Historical investigations	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 a past event Select relevant sections of information	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

		Begin to use the library and internet for research	Use the library and internet for research	Use the library and internet for research with increasing confidence	Bring knowledge gathered from several sources together in a fluent account
Develop appropriate use of historic terms.	Organisation and communication (of information)	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	Recall, select and organise historical information Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.