

# HISTORY CURRICULUM PROGRESSION OF SKILLS



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Use appropriate terminology relating to the passing of time</p> <p>Describe things that have happened to myself or other people in the past.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods.</p> <p>Match objects to people of different ages</p>	<p>Recognise that dates are used to identify events in the past</p> <p>Describe memories of key events in either their own or other people's lives.</p> <p>Sequence events, photos and objects in time closer together</p> <p>Organise photographs from different periods of time</p>	<p>Use dates and terms related to the period of history being studied</p> <p>Place the period of time studied on a timeline</p> <p>Understand that a timeline can be divided into BC and AD</p> <p>Sequence several events or artefacts from a period of time studied</p>	<p>Use dates and terms related to the period of history being studied</p> <p>Place significant events and dates on a timeline</p> <p>Understand more complex terms related to time e.g. Pre- Post-</p>	<p>Order significant events, movements and dates on a timeline</p> <p>Use relevant terms and labels for periods of time</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on a timeline in relation to other studies</p> <p>Use dates and specialist terms appropriately</p> <p>Sequence up to 10 events on a timeline</p>
Knowledge and Understanding of Events, People and Changes in the Past	<p>Recognise differences between the past and the present and identify changes within different time periods</p> <p>Recall episodes about events and people in the past</p> <p>Suggest why people may have acted in the way they did</p>	<p>Identify differences between ways of life at different times</p> <p>Begin to give simple reasons why changes occurred in the past</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Find out about everyday lives of people in the studied period of time</p> <p>Compare the period of time studied with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in the period of time studied</p> <p>Describe similarities and differences between people, events and artefacts studied</p> <p>Describe how the time studied has affected / influenced life today</p> <p>Offer reasonable explanations for events and actions</p>	<p>Know key characters and events in period of time studied.</p> <p>Determine causes and effects of great events and the impact on people using evidence</p> <p>Describe similarities and differences between people, events and artefacts</p> <p>Compare an aspect of life across different time periods</p>	<p>Know key characters and events in period of time studied.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support.</p> <p>Describe the impact and influence of significant historical figures &amp; events</p> <p>Compare beliefs and behaviour of individuals with a different period of time studied</p>

<p><b>Interpretations of History</b></p>	<p>Compare stories to encourage children to distinguish between fact and fiction</p> <p>Obtain ideas about the past from pictures, stories, visitors, family members and experts - discussing their reliability.</p>	<p>Compare two versions of a historical event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos, accounts and stories from the past</p>	<p>Identify and give reasons for the different ways in which the past is represented</p> <p>Distinguish between different sources of information and discuss their reliability</p> <p>Explore different representations of the period - museums, cartoons etc.</p>	<p>Understand that aspects of the past have been represented and interpreted in different ways to persuade others</p> <p>Evaluate the usefulness of different sources of information</p>	<p>Compare accounts of events from different sources (fact or fiction) and offer reasons for these different version of events</p> <p>Evaluate sources and identify those that are useful to the task.</p>	<p>Give clear reasons why there may be different accounts of history - linking this with factual understanding of the past.</p> <p>Evaluate evidence to choose the most reliable form</p> <p>Recognise how and why contrasting arguments and interpretations of history have been arrived at</p>
<p><b>Understanding Significance</b></p>	<p>Recognise and make simple observations about who was important in an historical event or period</p>	<p>Understand the term significant and explain why a significant individual is important</p>	<p>Identify and describe historically significant people and events in situations</p>	<p>Construct a detailed profile of a significant individual using a range of historical sources</p> <p>Show an awareness of how people's lives have shaped this nation</p>	<p>Explore and explain how the religious, political, scientific or religious beliefs of a significant individual caused them to behave in such a way.</p> <p>Know how Britain has influenced and has been influenced by the wider world.</p>	<p>Examine the decisions made by significant historical individuals - considering their options and beliefs - and make a summative judgement about their choices</p> <p>Debate the significance of a historical person, event, discovery or invention in British history.</p>
<p><b>Historical Enquiry</b></p>	<p>Find answers to simple questions about the past through investigating different sources of information - such as artefacts and photos</p>	<p>Use various sources - either through observing or handling - to answer questions about the past based on simple observations</p>	<p>Use a variety of sources to find out about the period of time being studied</p> <p>Observe small details on artefacts and pictures encountered</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 an aspect of life in the period of time studied</p> <p>Ask a variety of questions about the period of time being studied</p> <p>Use the library and internet for research</p>	<p>Begin to recognize primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose reliable sources of evidence to answer posed questions, realizing that there is often not a single answer to historical questions.</p> <p>Research a topic from the past with increasing confidence, including the use of the library and e-learning.</p>	<p>Recognise primary and secondary sources</p> <p>Bring knowledge gathered from several sources to create a fluent account of a past event</p> <p>Investigate my own line of enquiry by identifying the appropriate means of finding information out and presenting a fluent account of this knowledge gathering.</p>
<p><b>Organise and Communicate Ideas</b></p>	<p>Give simple phrases to describe objects, people or events in history</p> <p>Write simple sentences about a period of time or significant individual</p> <p>Communicate knowledge through either discussion, drawing picture, role play or use of ICT</p>	<p>Give simple phrases to describe objects, people or events in history</p> <p>Write simple sentences about a period of time or significant individual</p> <p>Communicate knowledge through either discussion, drawing picture, role play or use of ICT</p>	<p>Recall, select and organize historical information</p> <p>Communicate knowledge about the past through using different genres of writing, through drawing, data-handling, drama, role-play and the use of ICT</p>	<p>Recall, select and organize historical information</p> <p>Communicate knowledge about the past through using different genres of writing, through drawing, data-handling, drama, role-play and the use of ICT</p>	<p>Select and organize information to produce structured work, making appropriate use of dates and terms.</p> <p>Plan and present a self-directed project or research about the studied period</p> <p>Use a variety of ways to communicate knowledge and understanding, including extended writing.</p>	<p>Select and organize information to produce structured work, making appropriate use of dates and terms.</p> <p>Plan and present a self-directed project or research about the studied period</p> <p>Use a variety of ways to communicate knowledge and understanding, including extended writing.</p>