



History Progression of Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<ul style="list-style-type: none"> o Comments on images of themselves from the past. o Listens to others talk about the past o Compares pictures from the past and now o Uses photographs and stories to comment on life in the past. o Uses role play to act out roles from the past. 	<ul style="list-style-type: none"> o Identify different ways in which the past is represented, such as pictures, artefacts and written sources. o Explore events, look at pictures and objects and ask questions, e.g. "Which things are old and which are new?" or "What were people doing?" "What were they used for?" and try to answer. 	<ul style="list-style-type: none"> o Look at and use books and pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 	<ul style="list-style-type: none"> o Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. 	<ul style="list-style-type: none"> o Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. 	<ul style="list-style-type: none"> o Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. o Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions, including investigation own lines of enquiry. 	<ul style="list-style-type: none"> o Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, and visits to sites to collect evidence about the past. o Choose reliable sources of evidence to answer historical questions, recognising that there is often more than one answer.



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<p>Chronological understanding</p>	<ul style="list-style-type: none"> o Talks about how life in the past is different to our life now. o Uses the past tense when talking about things that happened in the past. 	<ul style="list-style-type: none"> o Understand and describe the difference between things that happened in the past and the present. o Use words and phases such as: now, yesterday, last week, when I was younger; a long time ago; a very long time ago; before I was born.; when my parents/carers were young. o Use timelines to order events or objects. 	<ul style="list-style-type: none"> o Use understanding of the past and present to tell others about an event including changes in my own life over time. o Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. o Use a timeline to place important events. 	<ul style="list-style-type: none"> o Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and place historical events in chronological order. o Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> o Describe the main changes in a period in history. 	<ul style="list-style-type: none"> o Order and describe significant events, movements and dates on a timeline. 	<ul style="list-style-type: none"> o Identify and compare changes within and across different periods. o Order significant events, movements and dates on a timeline and understand how some historical events occurred concurrently in different locations.
<p>Historical interpretation</p>			<ul style="list-style-type: none"> o Look at pictures, stories, eye witness accounts and photographs to explore different experiences in the past. 	<ul style="list-style-type: none"> o Explore the idea that there are different accounts of history 	<ul style="list-style-type: none"> o Look at different versions of the same event in history and identify differences and understand how people represent events or ideas in a way that 	<ul style="list-style-type: none"> o Give reasons why there may be different accounts of history and evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> o Evaluate evidence to choose the most reliable forms and know that people both in the past have a point of view and that this can



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					persuades others.		affect interpretation. o Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation and communication		o Sort events or objects into groups (e.g. then and now.) o Talk, write and draw and tell stories about things from the past.	o Describe objects, people or events in history. o Communicate ideas about people, objects or events from the past in a variety of ways such as speaking, writing, drawing, role-play, storytelling and using ICT.	o Communicate ideas about the past using different genres of writing, data-handling and drama.	o Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	o Plan and present a project or research about a period studied.	o Plan and present a self-directed project or research about the studied period evaluating the sources and information used.
Knowledge and understanding	o Talks about members of their immediate family and how they	o Recall some facts about people/events before living	o Use information to describe the past and compare it to	o Use evidence to describe the culture and leisure activities	o Describe similarities and differences between people,	o Give reasons why changes may have occurred,	o Make links between some of the features of past societies.



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	<p>changed through their life.</p> <ul style="list-style-type: none">o Name and describe people who are familiar to them.o Talks about key figures from the past	<p>memory and say why people may have acted the way they did.</p>	<p>the present day.</p> <ul style="list-style-type: none">o Look at historical evidence to give and explain reasons why people in the past may have acted in the way they did.o Recount the main events from a significant event in history.	<p>from the past.</p> <ul style="list-style-type: none">o Use evidence to describe the clothes, way of life and actions of people in the past.o Use evidence to describe buildings and their uses by people from the past.	<p>events and artefacts studied.</p> <ul style="list-style-type: none">o Describe how some of the things I have studied from the past affect/influence life today.	<p>supported by evidence.</p> <ul style="list-style-type: none">o Describe similarities and differences between some people, events and artefacts studied, and explain how they have influenced life today.	<p>(e.g. religion, buildings and culture).</p>
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