Clayton CE - History Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	• Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages	• Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives	• 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
Range and depth of historical knowledge	• Recognise the difference between past and present in their own and others lives • They know and recount episodes from stories about the past	• Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times	• Find out about every day 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 lie 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
Interpretations of history	• Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories?	• Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories	• 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
Historical enquiry	• Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	• Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research	• 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 • Use the library and internet for research	• ·Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence	• 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 • Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	• 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.