

## Progression History

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life  describe memories of key events in lives	place the time studied on a time line sequence events or artefacts  use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on time line in relation to other studies use relevant dates and terms   sequence up to ten events on a time line
<b>Range and Depth of Historical Knowledge</b>	begin to describe similarities and differences in artefacts  drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	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 had to do something   Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	use evidence to reconstruct life in time studied  identify key features and events  look for links and effects in time studied offer a reasonable explanation for some events  Develop a broad understanding of ancient civilisations	study different aspects of life 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  Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period 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  Compare and contrast ancient civilisations

<b>Interpretations of History</b>	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons, etc.	look at the evidence available begin to evaluate the usefulness of different sources use of 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 confident use of the library etc. for research
<b>Historical Enquiry</b>	sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources	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, e-learning for research ask and answer questions	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, e-learning for research	begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research	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 gathering from several sources together in a fluent account
<b>Organisation and Communication</b>	Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	Class display/ museum annotated photographs ICT	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups	fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms work independently and in groups showing initiative	select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations