



History Whole School Skills Progression Document

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronology | <p>know some similarities & differences between things in the past and now, drawing on their experiences and what has been read in class</p> | <p>sequence events and artefacts into chronological order</p> <p>use some common words and phrases relating to the passing of time: 'before', 'after', 'then' 'now'</p> <p>recount changes within living memory (and beyond)</p> | <p>sequence events, photographs and artefacts into chronological order within closer time boundaries</p> <p>use an increasing range of: common words and phrases relating to the passing of time: 'past', 'present'</p> <p>recount changes within living memory and beyond</p> | <p>place the time studied on a time line</p> <p>sequence events or artefacts</p> <p>use dates related to the passing of time</p> | <p>place events from period studied on a time line</p> <p>use terms related to the period and begin to date events</p> <p>understand more complex terms e.g. BCE/AD</p> | <p>place current study on time line in relation to other studies</p> <p>know and sequence key events of time studied</p> <p>use relevant terms and periods labels</p> <p>relate current studies to previous studies</p> <p>make comparisons between different times in history</p> | <p>place current study on time line in relation to other studies</p> <p>use relevant dates and terms</p> <p>sequence up to ten events on a time line</p> |

| | | | | | | | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | | |
| Range and Depth of Historical Knowledge | <p>recognise that people have different beliefs and celebrate special times in different ways</p> <p>talk about the lives of the people around them & their roles in society</p> <p>understand the past through settings, characters & events encountered in books read in class and storytelling</p> | <p>use historical vocabulary to describe the past</p> <p>know about some significant people and key/special events within living memory and beyond</p> <p>explain some of the things that significant people did in the past</p> <p>understand some of the reasons why people did things in the past and what happened as a result</p> | <p>use an increasing range of historical vocabulary to describe the past</p> <p>know about characteristic features, significant people events, situations and developments in the past</p> <p>explain some of the things that significant people did in the past</p> <p>explain some of the reasons why people did things, why events happened and what happened as a result</p> | <p>find out about everyday lives of people in time studied</p> <p>compare with our life today</p> <p>identify reasons for and results of people's actions</p> <p>understand why people may have had to do something</p> <p>Study an ancient civilization (eg, Stone Age, Bronze Age, Iron Age)</p> | <p>use evidence to reconstruct life in time studied</p> <p>identify key features and events</p> <p>look for links and effects in time studied</p> <p>offer a reasonable explanation for some events</p> <p>Study change through the lives of significant individuals (e.g. Lord Shaftesbury)</p> | <p>study different aspects of life of different people – differences between men and women</p> <p>examine causes and results of great events and the impact on people</p> <p>compare life in early and late times studied</p> <p>compare an aspect of life with the same aspect in another period</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p> <p>Compare and contrast ancient civilisations.</p> | <p>find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>compare beliefs and behaviour with another period studied</p> <p>write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>know key dates, characters and events of time studied</p> |
| Interpretations of History | <p>compare and contrast characters from stories, including figures from the past</p> | <p>begin to identify different ways in which the past is represented e.g. stories, tapestry, pictures</p> | <p>identify some ways in which the past is represented e.g. paintings, maps</p> <p>know that there are different opinions about events in the past</p> | <p>identify and give reasons for different ways in which the past is represented</p> <p>distinguish between different sources and evaluate their usefulness</p> <p>usefulness look at representations of the period – museum, cartoons etc</p> | <p>look at the evidence available</p> <p>begin to evaluate the usefulness of different sources</p> <p>use of text books and historical knowledge</p> | <p>compare accounts of events from different sources. Fact or fiction</p> <p>offer some reasons for different versions of events</p> | <p>link sources and work out how conclusions were arrived at</p> <p>consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>be aware that different evidence will lead to cartoons, etc. different conclusions</p> <p>confident use of the library etc. for research</p> |

| | | | | | | | |
|--------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | | |
| Historical Enquiry | ask and answer relevant questions about events within living memory | ask and answer relevant questions about: events within living memory (and beyond); sources; artefacts understand some ways we find out about the past handle, describe and make observations about a range of sources sort artefacts into 'then' and 'now' and make simple comparisons begin to analyse simple sources | ask and answer questions about: events beyond living memory; a range of sources understand some ways we find out about the past handle, observe and describe a range of sources to find out about the past begin to discuss the effectiveness of some historical sources begin to collect and use some relevant material to develop a picture of a past event analyse simple sources e.g. photographs or pictures of people or events in the past | 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 |
| Organisation and Communication | Communicate their knowledge through: Discussion.... Drawing pictures... | Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... | Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using 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 |

| | | | | | | | |
|--|--------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | | |
| | Talk about the passing of time | sequence events | <p>place the time studied on a time line</p> <p>sequence events or artefacts</p> <p>use dates related to the passing of time</p> | <p>place the time studied on a time line</p> <p>sequence events or artefacts</p> <p>use dates related to the passing of time</p> | <p>place events from period studied on a time line</p> <p>use terms related to the period and begin to date events</p> <p>understand more complex terms e.g. BCE/AD</p> | <p>place current study on time line in relation to other studies</p> <p>know and sequence key events of time studied</p> <p>use relevant terms and periods labels</p> <p>relate current studies to previous studies</p> <p>make comparisons between different times in history</p> | <p>place current study on time line in relation to other studies</p> <p>use relevant dates and terms</p> <p>sequence up to ten events on a time line</p> |