

## History Progression of Skills



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding (of Events, People and Changes in the Past)	Know some reasons why people's lives were different in the past.		Year 2 Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods Describe changes within living memory that are significant nationally or globally, eg the Great Fire of London Work out things about the past by looking at artefacts, images etc Understand that there are different types of evidence that tell us about life in the past Begin to recognise that there are reasons why people acted as they did	Year 3 Find out about the everyday lives of people in a time studied and 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 give reasons why changes may have occurred Describe some similarities and differences between some people, events and objects (artefacts) I have studied Begin to describe how some of the things I have studied from the past affect life today.	Year 4 Use evidence to reconstruct life in the time studied - identify key features + events (understand that life was not the same for everyone in a given period) Describe how some of the things I have studied from the past affect/influence life and the world today. Compare and contrast life from another period to life today Give reasons why events happened or why people behaved as they did	Year 5 Choose reliable sources of information to find out about the past Give reasons why changes might have happened, backed up by evidence Make links between some of the features of past societies, eg. religion, homes, society Describe how past events have impacted on life and the world today	Year 6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views + feelings. Compare beliefs and behaviour with another time studied Write an explanation of a past event in terms of cause + effect using evidence to support and illustrate their explanation Know key dates, characters + events of time studied Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)



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Know the	Place known events and	Show an awareness of the past,	Place some historical	Place events from a	Know and sequence key	Know and sequence key
	objects in chronological	-		period	events of the time	events of the time
	order		framework	studied on time line	studied	studied
-		of time				
own lives.						Relate current studies to
	events/objects				previous studies	previous studies
			may have happened			Use relevant terms and
	important events	-		the passing of time	-	begin to use and know
					key dates	key dates
		in different periods			Onder significant datas	Orden einnifigent deter
		Converse o cot of events in			_	Order significant dates and events on a timeline
	passing of time		passing of time	Into BC/AD	and events on a timeline	and events on a timeline
			Sequence a set of events	Begin to sequence major		
		reasons for their order				
			•			
To look at pictures	Find answers to some	Ask questions about	Ask and answer questions	Begin to select and	Begin to identify primary	Recognise primary +
				-		secondary sources
to identify old and	past from simple sources		historical sources, eg.	from historical sources to		
new – look for	of information, eg. books,	•	artefacts, images, the	answer more complex	Use evidence to build up	Use a range of sources
similarities and	videos, photographs and		internet	questions about the past	a picture of life in time	to find out about an
differences	artefacts			eg. How can we know so	studied, selecting the	aspect of time past.
			Begin to select relevant	much about a civilization	relevant pieces of	
	Ask and answer relevant	question	historical information	such as Ancient Greeks	evidence	Suggest omissions and
				that lived so long ago?		the means of finding
						out.
						Duine luces de des
					them confidently for research	Bring knowledge
	were they used for?					gathered from several
						sources together in a
						fluent account
						Choose reliable sources of
						evidence to help me
						answer questions, realising
						that there is often not a
						single answer to historical
						questions
	difference between past and present in their own lives. To look at pictures and artefacts and to identify old and new – look for similarities and	difference between past and present in their own lives.objects in chronological orderOrder a set of events/objectsOrder a set of events/objectsUse a timeline to place important eventsUse common words and phrases relating to the passing of timeTo look at pictures and artefacts and to identify old and new - look for similarities and differencesFind answers to some simple questions about the past from simple sources of information, eg. books, videos, photographs and artefacts	difference between past and present in their own lives.objects in chronological orderusing common words and phrases relating to the passing of timeOrder a set of events/objectsOrder a set of events/objectsDescribe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in differences between ways of life in differences between ways of life in differences between ways of timeTo look at pictures and artefacts and to identify old and new – look for similarities and differencesFind answers to some simple questions about the past from simple sources of information, eg. books, videos, photographs and artefactsAsk questions about events that happened in the past -Which things are old and which are new? What were people doing? WhatAsk questions about the past -What	difference between past and present in their own lives.objects in chronological orderusing common words and phrases relating to the passing of timeperiods in a chronological frameworkOrder a set of events/objectsOrder a set of events/objectsDescribe where the people and events he/she studies fit within a chronological framework and differences between ways of life in different periodsUse a timeline within a specific time in history to set out the order things may have happenedUse common words and phrases relating to the passing of timeUse common words and phrases relating to the passing of timeDescribe where the people and events he/she studies fit within a chronological framework and differences between ways of life in different periodsUse an increasing range of common words and phrases relating to the passing of timeTo look at pictures and artefacts and to identify old and new - look for similarities and differencesFind answers to some simple questions about the past from simple sources of information, eg. books, videos, photographs and artefactsAsk questions about the past or what life was like and select information to help them answer the questionAsk and answer relevant historical informationAsk and answer relevant basic questions about the past -Which things are old and which are new? What were people doing? WhatAsk questions about events that happened in the past or what life was like and select information to help them answer the questionBegin to select relevant historical information	difference between past and present in their own lives.objects in chronological orderusing common words and phrases relating to the passing of timeperiods in a chronological frameworkperiod studied on time lineOrder a set of events/objectsOrder a set of events/objectsDescribe where the people and a chronological framework and identify similarities and differences between ways of lineUse a timeline to place in different periodsUse a timeline to place indifferences between ways of lineUse a timeline to place indifferences between ways of lineUse a timeline to place indifferent periodsUse a timeline within a specific time in history to set out the order things may have happenedUse words and phrases such as century, decade, before, during to describe the passing of timeTo look at pictures similarities and to identify old and new – look for similarities and differencesFind answers to some similarities and differences between ways of lineAsk questions about events that happened in the past or what life was like and select information to help them answer the questionAsk questions about events that happened in the past -which things are old and which are new? What were people doing? WhatAsk questions about events that happened in the past -which things are old and which are new? What were people doing? WhatAsk questions about events that happened in the past -which things are old and which are new? What were people doing? WhatAsk and answer question about the past -which things are old and which are new? What were people doing? WhatAsk and answer relevant historical informationBegin to s	Know the difference between past and present in their own lives.Place known events and objects in chronological orderShow an awareness of the past, using common words and prises relating to the passing of timePlace some historical periodPlace events from a periodRow and sequence key events of the time studied on timeOrder own lives.Order a set of events/objects Use a timeline to place important events Use common words and phrases relating to the passing of timeDescribe where the people and events he/she studies fit within identify similarities and differences between ways of life to identify of timePlace some historical periodPlace events from a periodPlace events from a periodPlace events from a periodRelate current studies to studied on timeTo look at pictures and artefacts and differencesFind answers to some similarities and differencesShow an awareness of the past, use a timeline wasting in different periodsAsk questions about the past or what life was in chronological orderAsk questions about events that happened in the past or what life was information, eg. books, video, photographs and artefactsAsk questions about the past or what life was information to help them answer the questionAsk questions about the past revents had answer relevant hasic questions about the past questions about the past question about the past qu



## History Progression of Skills



To listen to stories to find out about the past and talk about what they have read   Use stories to encourage children to distinguish between fact and ficton   Compare 2 versions of a past event   Identify + give reasons for the different ways in which the past is represented   Understand that sources can contradict each other   Compare accounts of event   Link sources + work out how conclusions were arrived at - consider ways of checking     Notice different version – how reliable are memories?   Relate his/her own account of an event and understand that others may give a different version – how reliable are memories?   Relate his/her own account of an event and understand that others may give a different version – how reliable are memories?   Compare 2 versions of a past event   Identify + give reasons for the different ways in represented   Appreciate how items found belonging to the past are helping us to photographs of people or events in the past - discuss reliability of photos/accounts/ stories   Compare pictures or photos/accounts/ stories   Distinguish between different versions of the accounts of history -look at representations of the period - museum, cartoons etc   Notice differences batter   Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects   Confident use of wide range of sources of information	-				1			
Visit of the past and talk about what they have readbetween fact and fictionLook at and give evidence about why people might have acted as understand that others may give a different version – how reliable are memories?which the past is representedAppreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past - discuss reliability of photos/accounts/ storieswhich the past is representedsources - found belonging to the past are helping us to build up an accurate picture of how people lived in the pastBe aware that people both now and in the past are helping us to build up an accurate picture of how people lived in the pastBe aware that people past are helping us to build up an accurate picture of how people lived in the pastBe aware that people past are helping us to build up an accurate picture of how people lived in the pastBe aware that people past representedBe aware that different events in the past - discuss reliability of photos/accounts/ storiesBegin to identify why there may be different accounts of history -look at representations of the period - museum, cartoons etcUnderstand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affectsConfident use of wide range of sources of information		To listen to stories		Compare 2 versions of a past		Understand that sources		
NoticeAbout what they have readRelate his/her own account of an event and understand that others 		to find out about	children to distinguish	event	the different ways in	can contradict each other	events from different	
Notice readRelate his/her own account of an event and understand that others may give a different version - how reliable are memories?why people might have acted as they didDistinguish between different sources - compare different versions of same storyfound belonging to the past are helping us to build up an accurate picture of how people lived in the pastBe aware that people both now and in the past represent events or ideas in a way that persuades othersthe accuracy of interpretations - fact or fiction and opinionPoint pastCompare pictures or photographs of people or events in the past - discuss reliability of photos/accounts/ storiesDistinguish between different versions of same storyNotice differences between versions of the accounts of history -look at representations of the period - museum, cartoons etcNotice differences between versions of the are eventUnderstand that tis important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affectsConfident use of wide range of sources of information		the past and talk	between fact and fiction		which the past is		sources- fact or fiction?	arrived at - consider ways
<b>pipt output for the past</b> account of an event and understand that others may give a different version – how reliable are memories?they didDistinguish between different sources - compare different versions of same storypast are helping us to build up an accurate picture of how people lived in the pastboth now and in the past represent events or ideas in a way that persuades othersinterpretations - fact or fiction and opinion <b>pipt output for the past</b> Compare pictures or photographs of people or events in the past - discuss reliability of photos/accounts/ storiesDistinguish between different versions of same storypast are helping us to build up an accurate picture of how people lived in the pastboth now and in the past represent events or ideas in a way that persuades othersinterpretations - fact or fiction and opinion <b>built up an accurate</b> picture of how people understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affectsConfident use of wide range of sources of information		about what they		Look at and give evidence about	represented	Appreciate how items		of checking
Understand that others may give a different version – how reliable are memories?understand that others may give a different version – how reliable are memories?different sources - compare pictures or photographs of people or events in the past - discuss reliability of photos/accounts/ storiesdifferent sources - compare different versions of same storybuild up an accurate picture of how people lived in the pastpast represent events or ideas in a way that persuades othersfiction and opinionPoint <b< td=""><th></th><td>have read</td><td>Relate his/her own</td><td>why people might have acted as</td><td></td><td>found belonging to the</td><td>Be aware that people</td><td>the accuracy of</td></b<>		have read	Relate his/her own	why people might have acted as		found belonging to the	Be aware that people	the accuracy of
Image: problemunderstand that others may give a different version – how reliable are memories?Compare pictures or photographs of people or events in the past - discuss reliability of photos/accounts/ storiesdifferent sources - compare different versions of same storybuild up an accurate picture of how people lived in the pastpast represent events or ideas in a way that persuades othersfiction and opinionImage: problem memories?Compare pictures or photographs of people or events in the past - discuss reliability of photos/accounts/ storiesGempare different opinion of history -look at representations of the period - museum, cartoons etcNotice differences between versions of the present) is propaganda, opinion or misinformation, and that this affectsBe aware that different evidence will lead to different conclusions			account of an event and	they did	Distinguish between	past are helping us to	both now and in the	interpretations - fact or
Image: provide a different version - how reliable are memories?Compare pictures or photographs of people or events in the past - discuss reliability of photos/accounts/ storiescompare different versions of same storypicture of how people lived in the pastideas in a way that persuades othersBe aware that different evidence will lead to different accounts of history -look at representations of the period - museum, cartoons etcDotice differences between versions of the present) is propaganda, opinion or misinformation, and that this affectsDotice different evidence storeComfare that different evidence storeImage: provide reliable are memories?Compare pictures or photographs of people or events in the past - discuss reliability of photos/accounts/ storiesBegin to identify why there may be different accounts of history -look at representations of the period - museum, cartoons etcNotice differences between versions of the same eventUnderstand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affectsConfident use of wide range of sources of information	ō		understand that others		different sources -	build up an accurate	past represent events or	fiction and opinion
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Image: Properties of the period of the per	et		version – how reliable are	photographs of people or	versions of same story	lived in the past	persuades others	Be aware that different
Jump   discuss reliability of photos/accounts/ stories   Begin to identify why there may be different accounts of history -look at representations of the period - museum, cartoons etc   Notice differences between versions of the same event   Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects   different conclusions	pr		memories?	events in the past -				evidence will lead to
Image: spectrum of the period of the peri	er			discuss reliability of	Begin to identify why	Notice differences	Understand that it is	different conclusions
image: second	<u>u</u>			photos/accounts/ stories	there may be different	between versions of the	important to know that some	
Signature at representations of the period - museum, cartoons etc present) is propaganda, opinion or misinformation, and that this affects range of sources of information, information, and that this affects					accounts of history -look	same event	evidence from the past (and	Confident use of wide
b period - museum, cartoons etc opinion or misinformation, and that this affects information	<u>ic</u>				at representations of the		present) is propaganda,	range of sources of
cartoons etc and that this affects	ō				period - museum,		opinion or misinformation,	information
	ist				cartoons etc		and that this affects	
Interpretations of history. Give clear reasons why	I						interpretations of history.	Give clear reasons why
there may be different								there may be different
Give clear reasons why there accounts of history, linking							Give clear reasons why there	accounts of history, linking
may be different accounts of this to factual							may be different accounts of	this to factual
history understanding of the past.								understanding of the past.
To sort objects To sort objects or events Communicate their knowledge Communicate my findings Present findings about Present findings about the Use the key vocabulary		To sort objects	To sort objects or events	Communicate their knowledge	Communicate my findings	Present findings about	Present findings about the	Use the key vocabulary
into old and new into groups – then and through: discussion, drawing about the past using the past in the most past in the most appropriate of the time to convey my		into old and new	into groups – then and	through: discussion, drawing	about the past using	the past in the most	past in the most appropriate	of the time to convey my
now pictures, drama/role play, speaking, writing, maths, appropriate way for my audience understanding of the			now	pictures , drama/role play,	speaking, writing, maths,	appropriate way for my		understanding of the
		To be able to tell		making models, writing and		audience		past.
and order some Begin to use timelines to using ICT skills, using dates and Use correct historical	io a	and order some	Begin to use timelines to	using ICT			Use correct historical	
events from their order events terms terms Use dates and terms terminology and accurate Choose the most	aton	events from their	order events		terms	Use dates and terms	terminology and accurate	Choose the most
Image: Second state   Use time lines to order events   accurately   dates   appropriate way to	ji ti	own past		Use time lines to order events		accurately	dates	appropriate way to
To tell stories about the and people present information, for	sa		To tell stories about the	and people				
my audience	in F		past (sometimes using					my audience
To be able to tell and order some events from their own pastTo be able to tell and order some order eventsmaking models, writing and using ICTICT, drama and drawing 	88. UO		role-play)					
	δŬ							
To draw pictures and write			To draw pictures and write					
sentences to tell about the			-					
past			past					