

HISTORY SKILLS PROGRESSION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HISTORICAL ENQUIRY	Sort artefacts into 'then' and 'now' Ask and answer questions related to different sources and artefacts.	Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources. Ask and answer questions about the past to find out answers.	Use sources of information, including ICT, to find out about events, people and changes. Select and record information relevant to the study, using e-learning for research. Ask and answer different questions.	Use and evaluate sources of information, including ICT, to find out about events, people and changes. Use the relevant material to build up a picture of a past event. Ask and answer a variety of questions.	Begin to identify primary and secondary sources. Select and combine relevant information from different sources. Use the evidence collected to build up a picture of life in the time studied.	Recognise primary and secondary sources. Use, evaluate and link a range of sources to find out about an aspect of the past. Suggest omissions and the means of finding out. Use the knowledge gathered to work out how conclusions were arrived at.

CHRONOLOGY	Sequence events and artefacts into a chronological order.	Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time.	Sequence several events or artefacts into periods of time.	Place events, people and changes into correct periods of time on a timeline.	Place events, people and changes into correct periods of time.	Place current study on a timeline in relation to other studies, to sequence up to 10 events.
	Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Use dates and vocabulary related to the passing of time to place the time studied onto a time line.	Use terms related to the period and begin to date events.	Make comparisons between different times. Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade.	Use relevant dates and terms related to the passing of time.

HISTORICAL KNOWLEDGE	Use a range of sources to find out about significant people and why they did things in the past.	Recognise why people did things and why events happened, developing empathy and understanding.	Find out about lives of people in the time period studied and compare with our life today. Identify reasons for and results of people's actions.	Identify key features of people's lives or key features of events. Look for links and effects in the time period studied and offer reasonable explanations.	Study different aspects of life of different people (men and women) Examine causes and results of events, and the impact on people. Compare an aspect of life across early and late times studied.	Find out about beliefs, behaviour and characteristics of people, recognising differences in views and feelings. Compare beliefs and behaviour with another time period studied. Use evidence to support and illustrate an explanation on the causes and effects of a past event.
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HISTORICAL INTERPRETATION	Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing.	Compare photographs of people or events in the past, to identify differences in the ways of life.	Recognise similarities and differences between periods of time.	Identify and describe reasons for and results of historical events, situations and changes in the period studied.	Identify and describe reasons for and results of historical events, situations and changes within and across different periods.	Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them.
	Use stories to distinguish between fact and fiction.	Identify different ways in which the past is represented.	Begin to give reasons for and results of the main events and changes.	Identify different ways in which the past is represented and interpreted.	Give reasons for and results of the main changes and events. Show some understanding that aspects of the past have been represented and interpreted in different ways.	Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. Recognise the past is represented and interpreted in different ways, and give reasons for this.