

Leftwich Community Primary School

Progression of skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Chronological knowledge</u>	<p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts from different periods of time in chronological order.</p> <p>Know how to use phrases like: old, new and a long time ago.</p>	<p>Sequence artifacts, photographs and events and give reasons for the order.</p> <p>Know how to use phrases like: before, after, past, present, then and now.</p> <p>Describe memories of key events in lives</p>	<p>Know how to use a timeline within a specific time in history to set out the order things happened.</p> <p>Use dates and terms related to the study unit and passing of time.</p>	<p>Place events from period studied on time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD and CE/BCE</p>	<p>Know how to add and draw periods of time on a timeline, adding significant events or when people lived.</p> <p>Use relevant historical language and period labels.</p> <p>Make comparisons between different times in the past</p>	<p>Know where a period of history fits in on a timeline in relation to other periods studied.</p> <p>Use relevant dates and terms.</p> <p>Know how to place features of historical events and people from past societies and periods in a chronological framework.</p>
<u>Range and depth of historical knowledge, significant events and people</u>	<p>Recognise the similarities and differences between different ways of life at different times.</p> <p>Know and recount episodes from stories about the past.</p> <p>Know how to make simple observations about historical events – talk about important places, who was important and why.</p>	<p>Recognise the similarities and differences between different ways of life at different times.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know how to make simple observations about different types of people, events and beliefs in society.</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Describe some of the similarities and differences between different periods, e.g. social, beliefs.</p> <p>Know how to identify and begin to describe historically significant people and events in situations.</p>	<p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Describe some of the similarities and differences between different periods, e.g. social, beliefs.</p> <p>Know how to identify and begin to describe historically significant people and events in situations.</p>	<p>Know how to identify and describe continuity and change across different periods and societies, using evidence to support an answer.</p> <p>Know how to show understanding of similarities and differences of different social, cultural and ethnic diversity in Britain and the wider world.</p> <p>Know how to give reasons why some events, people or</p>	<p>Know how to identify and describe continuity and change across different periods and societies, using evidence to support an answer.</p> <p>Know how to show understanding of similarities and differences of different social, cultural and ethnic diversity in Britain and the wider world.</p> <p>Know how to give reasons why some events, people or</p>

				Offer a reasonable explanation for some events	developments are seen as more significant than others.	developments are seen as more significant than others.
<u>Interpretations of history</u>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Know the main differences between old and new objects and photographs.</p> <p>Know the names of some sources of evidence.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Know how to identify the different ways that a past event is represented. E.g. pictures or photographs, illustrations, films, songs, museum displays.</p> <p>Discuss reliability of photos/accounts/stories and discuss the message it gives.</p>	<p>Know that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Know the main message an interpretation gives.</p>	<p>Look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Distinguish between different sources – compare different versions of the same story</p>	<p>Know that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Know how to give reasons as to why a source has been constructed and the purpose of this.</p>	<p>Link and compare sources giving similarities and differences between the two.</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 different conclusions</p> <p>Confidently use the library and internet for research</p>
<u>Historical enquiry</u>	<p>Know how to ask and begin to answer questions about events e.g. What happened? When? What was it like/ Who was involved? Why?</p> <p>Know some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p>	<p>Know how to ask and begin to answer questions about events e.g. What happened? When? What was it like/ Who was involved? Why?</p> <p>Know some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Use a source – choose and use parts of stories and other sources to answer questions about the past and</p>	<p>Know how to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</p> <p>Know that knowledge about the past is constructed from a range of sources.</p> <p>Consider a range of sources when finding out answers to questions.</p>	<p>Know how to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</p> <p>Use a range of sources and evidence to find out information about a period, answer questions and build up a picture of a past event.</p> <p>Select, organise and record information and</p>	<p>Know how to devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Select relevant sections of information independently and give reasons for choices</p> <p>Use evidence to build up a picture of a past event.</p> <p>Know how to construct and organise responses by selecting</p>	<p>Know how to devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Use a range of sources independently to find out about an aspect of time past.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Know how to make supported inferences</p>

		show understanding of events.	<p>Select, organise and record information and responses relevant to the study.</p> <p>Begin to use the library and internet for research.</p>	<p>responses relevant to the study. Ask a variety of questions.</p> <p>Use the library and internet for research.</p>	<p>and organising relevant historical data</p> <p>Begin to identify primary and secondary sources.</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>and make a general comment about the utility of a source.</p> <p>Recognise and use primary and secondary sources to investigate a historical issue.</p> <p>Use the library and internet for research.</p>
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