



## History—Progression of Knowledge and Skills

| Area of historical skill            | Reception   | Year One   | Year Two   | Year Three  | Year Four  | Year Five  | Year Six  |
|-------------------------------------|---|--|--|---|--|--|---|
| Chronological Understanding         | <ul style="list-style-type: none"> <li>Sequence photos from different parts of life</li> <li>Match objects to people from different times</li> </ul>  | <ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different periods</li> <li>Use some everyday terms such as 'a long time ago' and 'before'</li> </ul> | <ul style="list-style-type: none"> <li>Sequence artefacts and events closer together in time – check with a reference book</li> <li>Describe memories of key events in their lives</li> <li>Use a wider range of common words and phrases related to the passing of time</li> </ul>      | <ul style="list-style-type: none"> <li>Place the time studied onto a time line</li> <li>Use dates and times related to the study unit and the passing of time</li> <li>Sequence several events and/or artefacts</li> <li>Explore changes over time using a time line</li> </ul>   | <ul style="list-style-type: none"> <li>Place events from periods studied onto a time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex historical terms such as BC, BCE, AD, CE</li> </ul> | <ul style="list-style-type: none"> <li>Know and sequence the key events of the period studied using dates and appropriate historical terms</li> <li>Make links, comparisons and contrasts between different times in the past</li> </ul>   | <ul style="list-style-type: none"> <li>Place current study on time line in relation to other periods studied</li> <li>Use relevant dates and historical terms when sequencing events</li> <li>Analyse trends, connections and contrasts over short and longer term periods of history</li> </ul>  |
| Events, People and Change Over Time | <ul style="list-style-type: none"> <li>Identify similarities and differences between them and others</li> <li>Recognise the difference between past and present in their own lives</li> </ul> | <ul style="list-style-type: none"> <li>Recognise the different between the past and the present in their own lives</li> <li>Describe some changes within their own lives</li> <li>Retell stories and events from periods studied</li> </ul>  | <ul style="list-style-type: none"> <li>Begin to recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences in ways of life at different times</li> <li>Develop an awareness of significant people and events in history</li> </ul> | <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time studied and compare with our lives today</li> <li>Identify the reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> <li>Describe some historical changes in the period studied</li> </ul> | <ul style="list-style-type: none"> <li>Describe and give reasons for some historical changes in the periods studied</li> <li>Offer a reasonable explanation for some events</li> <li>Look for links and effects in the period studied</li> </ul> | <ul style="list-style-type: none"> <li>Study different aspects of life of different people e.g. men and women, adults and children in the period studied</li> <li>Examine causes and effects of great events and the impact upon people at the time</li> <li>Compare life in <i>early</i> and <i>late</i> periods studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul> | <ul style="list-style-type: none"> <li>Explore and examine beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write an explanation of a past event in terms of cause and effect using evidence to support and justify their conclusions</li> <li>Know key dates, characters and events of time studied</li> </ul> |



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|------------------------------|--|---|---|--|---|--|---|
| Interpretations of History   | <ul style="list-style-type: none"> <li>Recognise that there are multiple ways of retrieving information</li> </ul> | <ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> <li>Make simple observations about different people and events</li> </ul> | <ul style="list-style-type: none"> <li>Compare two versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Begin to consider the reliability of photos/accounts/stories</li> <li>Begin to recognise some basic reasons why people acted the way in which they did in the past</li> </ul> | <ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Recognise that different versions of past events may exist</li> <li>Compare different versions of the same story</li> </ul>                                    | <ul style="list-style-type: none"> <li>Recognise why some events happened and what happened as a result</li> <li>Explore the evidence available for the period studied. Why do some periods have more evidence than others?</li> <li>Begin to evaluate the usefulness of different sources</li> </ul> | <ul style="list-style-type: none"> <li>Compare accounts of events from different sources: fact or fiction?</li> <li>Offer reasons for different versions of events</li> <li>Begin to distinguish between intentional and unintentional effects in history</li> <li>Begin to develop 'what if' scenarios based on how history (and the world today) could have been different if different things had happened</li> </ul> | <ul style="list-style-type: none"> <li>Evaluate sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact, fiction, opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Give some reasons for contrasting arguments and interpretations of the past</li> </ul>   |
| Historical Sources & Enquiry | <ul style="list-style-type: none"> <li>Become more independent when using sources of information</li> </ul>        | <ul style="list-style-type: none"> <li>Use source to ask and answer simple questions about the past</li> <li>Identify different ways in which the past can be represented</li> </ul>  | <ul style="list-style-type: none"> <li>Ask and answer questions about the past through observing and handling a range of sources</li> <li>Ask what, who, where, when, how and why questions to find answers</li> </ul>  | <ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details in artefacts, pictures and written sources</li> <li>Use sources to answer historically relevant questions</li> <li>Select and record relevant information</li> </ul> | <ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Ask and answer historically relevant questions</li> <li>Use a range of sources to answer these questions</li> </ul>  | <ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use a wider range of sources to build up a picture of an event</li> <li>Select and evaluate relevant sources to answer a question</li> <li>Make simple inferences about primary and secondary sources</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a wide range of sources to find out about an aspect of a period being studied</li> <li>Bring knowledge gathered from several sources together to create a fluent and coherent account of events</li> <li>Recognise that some sources are considered as being more significant and trustworthy than others and that this can change over time</li> </ul> |