

History – Progression in Skills



	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Chronological Understanding	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives.	Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Place events from period studied on timeline. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past	Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline
Historical Enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	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 and internet for research.	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 and internet for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.	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 gathered from several sources together in a fluent account.
Interpretations of history	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources –	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations –

	– how reliable are their memories?	photos/ accounts/stories.	compare different versions of the same story. Look at representations of the period – museum, cartoons etc.	historical knowledge	of events	fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Organisation and communication	Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and use of ICT.	Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and use of ICT.	Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and use of ICT.	Recall, select and organise historical information. Communicate their knowledge and understanding.	Recall, select and organise historical information. Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.