



St Hugh Of Lincoln Catholic Primary School

Progression in Skills - History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Sequence events in own life.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts closer together in time – check with reference books.</p> <p>Sequence photographs etc. from different periods of own life.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time studied on a time line</p> <p>Sequence events or artefacts</p> <p>Use dates related to the passing of time</p>	<p>Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BCE/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in history.</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to ten events on a time line.</p>
Knowledge and Understanding Of Events, People and changes in the past	<p>Recognise the difference between past and present in own and others' lives</p> <p>Know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>identify reasons for and results of people's actions</p> <p>Understand why people may have had to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of life of different people</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another period studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate</p>



						<p>their explanation</p> <p>+ Know key dates, characters and events of time studied</p> <p>+ Compare and contrast ancient civilisations.</p>
Historical Interpretation	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical Knowledge</p>	<p>Compare accounts of events from different sources.</p> <p>Fact or fiction offer some reasons for different versions of events cartoons, etc.</p>	<p>Link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research.</p>
Historical Enquiry	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and e-learning</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library, e-</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information confident use of</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out bring</p>



			for research Ask and answer questions.	learning for research	library, e-learning, research	knowledge gathering from several sources together in a fluent account.
Organisation and Communication	Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, using ICT.	Communicate knowledge and understanding in a variety of ways – discussion, pictures, writing, annotations, drama.	<p>Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p>	<p>Use appropriate terms, matching dates to people and events</p> <p>record and communicate knowledge in different forms.</p> <p>Work independently and in groups showing initiative</p>	<p>Select aspect of study to make a display</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual investigations.</p>	