



Bedfield and Wetheringsett C of E Primary Schools Progression of Skills Document

Subject: History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages</p> <p>Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives Use a timeline to place important events Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event</p>	<p>Place the time studied on a time line Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts Uses words and phrases: century, decade.</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD, after, before, during.</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies Use relevant dates and terms Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Sequence up to 10 events on a time line</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range and depth of historical knowledge	<p>Recognise the difference between past and present in their own and others' lives</p> <p>They 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>Identify different ways in which the past is represented.</p> <p><input type="checkbox"/> Ask questions about the past.</p> <p><input type="checkbox"/> Use a wide range of information to answer questions.</p> <p>Recounts main events from a significant in history.</p>	<p>Find out about everyday lives of people in time studied Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects Shows changes on a timeline</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</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 out 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 time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations of history	<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>Begins to identify and recount some details from the past from sources (e.g. pictures, stories)</p>	<p>Compare two 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>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</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 text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Link sources and work out how conclusions were arrived at</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>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	<p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <ul style="list-style-type: none"> • Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?" • Look at objects from the past and ask questions i.e., "What were they used for?" and try to answer. 	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and describing their features</p>	<p>Use a range of sources to find out about a period</p> <p>Suggests sources of evidence to use to help answer questions. Observe small details – artefacts, pictures Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Asks questions such as 'how did people? What did people do for?'</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions</p> <p>Use the library and internet for research Understands the difference between primary and secondary sources of evidence.</p> <p>Asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions</p>	<p>Begin to identify primary and secondary sources Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information Use the library and internet for research with increasing confidence</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out</p> <p>Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Bring knowledge gathered from several sources together in a fluent account</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and communication	Communicate their knowledge through: <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role plays... • Making models..... • Writing... • Using ICT 			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.