



## History SKILLS PROGRESSION - 2022



Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Use words and phrases such as old and new and a long time ago</p> <p>Recognise that some objects belonged to the past</p> <p>Sequence some events or 2 related objects in order</p> <p>Remember parts of stories and memories about the past</p>	<p>Use words and phrases such as recently, before and after, now and later, past and present</p> <p>Recount changes in own life over time</p> <p>Put 3 or more objects, events or people in order using a given scale</p> <p>Use past and present when telling others about an event</p>	<p>Use words and phrases such as century and decade</p> <p>Use timelines to place events in order</p> <p>Understands timelines can be divided into BC and AD</p> <p>Describe events from the past using the correct dates when they happened</p>	<p>Use words and phrases such as century, decade, BC, AD, after, before and during</p> <p>Divides history into centuries and decades</p> <p>Name and place dates of significant events from the past on a timeline</p>	<p>Describe events using phrases such as century, decade, BC, AD, after, before, during, periods...etc</p> <p>Use timelines to place and sequence local, national and international events</p> <p>Sequence historical periods</p> <p>Identify changes within and across historical periods</p> <p>Draw a timeline with different historical periods showing key historical events and important historical features</p>	<p>Describe events using phrases such as century, decade, BC, AD, after, before, during, periods, social, technological, cultural, political and religious</p> <p>Place features of historical events and people from past societies and periods in a chronological framework</p> <p>Use key periods as reference points</p> <p>Summarise the main events from a period of history, explaining the order of events and what happened</p>
<b>Knowledge and understanding of past events, people and changes in the past</b>	<p>Tell the difference between the past and the present</p>	<p>Use information to describe the past</p> <p>Use information to describe differences between then and now</p> <p>Recount main events from a significant period in history</p>	<p>Use evidence to describe the past</p> <p>Use evidence to find out how things have changed in the past</p> <p>Describe similarities and differences between people, events and objects</p> <p>Show changes on a timeline</p>	<p>Shows knowledge and understanding when describing features of past societies and periods</p> <p>Describes how some of the past events/ people effects life today</p> <p>Explain how historical items can be used to help build a picture of life in the past</p>	<p>Give some causes and consequences of the main events, situations and changes in the period studies</p> <p>Identify changes and links within and across the time period studied</p>	<p>Choose reliable sources of factual evidence</p> <p>Identify how things such as houses and settlements, culture and leisure and religion, have changed over a period of time</p> <p>Give own reasons why changes may have occurred backed up with evidence</p> <p>Describe similarities and differences between some people, events and objects studied.</p> <p>Describe how some changes affect life today</p>

<p><b>Historical interpretation</b></p>	<p>Begins to identify and recount some details from the past from sources (e.g. pictures and stories)</p>	<p>Look at books and pictures (and witness accounts and photos)</p> <p>Understand why some people in the past did things</p>	<p>Looks at 2 versions of the same event and identifies differences in the accounts</p>	<p>Give reasons why there may be different accounts of history</p>	<p>Look at different versions of the same event and identify differences in the accounts</p> <p>Give clear reasons why there may be different accounts of history</p> <p>Know that people (now and in the past) can represent events and ideas in ways that persuade others</p>	<p>Understands that the past has been represented in different ways</p> <p>Suggests accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and this affects interpretations of history</p>
<p><b>Historical enquiry</b></p>	<p>Find the answers to simple questions about the past from sources of information</p>	<p>Look carefully at pictures and/ or objects to find information about the past</p> <p>Ask and answer questions such as: what was it like for a...? what happened in the past? How long ago did.... Happen?</p> <p>Estimate the ages of people by studying and describing their features</p>	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic building and visits to collect information about the past</p> <p>Ask questions such as: how did people...? What did people do for....?</p> <p>Suggest sources of evidence to use to help answer questions</p>	<p>Understands the differences between primary and secondary sources of evidence</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>Asks questions such as: what was it like for.... During....?</p> <p>Suggests sources of evidence from a selection provided to help answer questions</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>Asks a range of questions about the past</p> <p>Chooses reliable sources of evidence to answer questions</p> <p>Realises that there is often not a single answer to historical questions</p>	<p>Identifies and uses different sources of information and artefacts</p> <p>Evaluates the usefulness and accurateness of different sources of evidence</p> <p>Selects the most appropriate sources of evidence for particular tasks</p> <p>Forms own opinions about historical events from a range of sources</p>
<p><b>Organisation and communication</b></p>	<p>Shows knowledge and understanding about the past in different ways e.g. role play, drawing, writing and talking</p>	<p>Describes objects, people and events</p> <p>Writes own date of birth</p> <p>Writes simple stories and recounts about the past</p> <p>Draws labelled diagrams and writes about them to tell others about people, events</p>	<p>Presents findings about the past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy</p> <p>Discusses different ways of presenting information for different purposes</p>	<p>Presents findings about the past using speaking, writing, maths (data handling) ICT, drama and drawing skills</p> <p>Use dates and terms correctly</p> <p>Discusses the most appropriate way to present information, realising that it is</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills</p> <p>Uses dates and terms accurately</p> <p>Chooses most appropriate</p>	<p>Presents information in an organised and clearly structured way</p> <p>Makes use of different ways of representing information</p> <p>Presents information in the most appropriate ways e.g. written explanation, tables</p>

		and objects from the past		for an audience  Uses subject specific words such as monarch, settlement and invader	ways to present information for an audience	and charts and labelled diagrams  Makes accurate use of specific dates and terms
--	--	---------------------------	--	--	---	--