

Progression in History Skills

Skills	Year 1	Year 2
Chronological Understanding	- Describe events that happened to themselves and other people in the past. - Sequence a set of events, people or objects in order. - Begin to use a timeline to place important recent events and people. - Use simple vocabulary to describe the past.	- Understand the difference between events that happened in the past and the present. - Recount changes in own life over time. - Using a timeline, understand how to put people, events and objects in order of when they happened. - Use and understand key vocabulary (past and present) when telling others about an event or person.
Knowledge and understanding of events, people and changes in the past	- Recall some facts about people or events before living memory. - Say why people may have acted the way they did - Begin to describe similarities and differences. - Use a range of sources to find out characteristic features of the past.	- Use sources to answer questions about the past. - Describe differences and similarities between ways of life at different times. - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. - Recount the main events from a significant event in history.
Historical Interpretation	Begin to use sources to find out about the past.	Use sources to research and find out about how the past is represented and make simple observations.
Historical Enquiry	- Begin to ask and answer questions based on topic using a range of sources. - Begin to identify different ways in which the past is represented. - Talk about who was important.	- Ask and answer questions based on topics using a range of sources. - Identify different ways in which the past is represented. - Recognise why people were important and what their actions were and why. - Note why events happened and what the result was.
Organisation and Communication	- Sort events or artefacts into groups. - Begin to use timelines to order events or objects. - Tell stories about the past. - Talk, write and draw about events or people from the past.	- Describe artefacts, people or events in history. - Use timelines to order events, artefacts or place significant people. - Communicate ideas through a variety of media.

Skills	Year 3	Year 4
Chronological Understanding	• Use timelines to more accurately order dates, times and events developing an understanding of the passing of time. • Develop an awareness of how to describe and make links between events and changes. • Develop the appropriate use of historical vocabulary including the concepts of decades and centuries.	• Use timelines to accurately order dates, times and events showing changes. • Accurately use a wide range of historical terminology and vocabulary. • Describe and make links between events and changes.
Knowledge and understanding of events, people and changes in the past	• Explore artefacts, events and people from the past, using evidence to explain their findings. • Begin to explain how some events from the past may affect peoples' lives today. • Begin to summarise the main events from a period of history, explaining key changes. • Identify reasons for and results of peoples' actions.	• Know some similarities and differences between people, events and artefacts. • Explain how an event from the past has shaped and influenced life today. • Understand the relationship between beliefs and actions in historical change, making links. • Use evidence to show an understanding of the past and summarise main events and any key changes.
Historical Interpretation	• Distinguish between different sources and evaluate their usefulness. • Identify and give reasons for different ways in which the past is represented.	• Evaluate the usefulness of different sources and begin to note differences and limitations. • Identify and give reasons for different ways in which the past is represented, explaining their findings.
Historical Enquiry	• Use primary and secondary sources of information when finding out about the past. • Begin to choose and discriminate between a range of information, and use these to ask and answer questions. • Understand that events from the past are represented in different ways. • Use the internet for research.	• Begin to distinguish between reliable and unreliable sources, identifying the most useful one for a particular task. • Begin to choose and discriminate between a range of information, and use these to ask and answer questions. • Give reasons for change through analysing evidence. • Begin to support own point of view using evidence.
Organisation and Communication	• Communicate knowledge and understanding about the past using cross-curricular approaches. • Work independently and in groups. • Select key data and organise it to answer historical questions.	• Communicate knowledge and understanding about the past using cross-curricular approaches displaying findings in a variety of ways. • Work independently and in groups. • Select key data and organise it to answer historical questions.

Skills	Year 5	Year 6
Chronological Understanding	- Through creating timelines, continue to develop a chronologically secure knowledge of history. - Identify changes across periods of time, using chronological links. - Compare two or more historical periods; begin to identify causal factors explaining connections, contrasts and trends over time. - Accurately use and explain historical terminology and vocabulary.	- Have a chronologically secure knowledge of history and explain this through a variety of media. - Explain, analyse and evaluate connections, contrasts and trends over time making links to previous learning. - Speculate how present events and actions might be seen and judged in the future. - Accurately use and explain historical terminology and vocabulary.
Knowledge and understanding of events, people and changes in the past	- Choose and use reliable sources of information to find out about the past. - Begin to give own reasons why changes may have occurred, adapting their ideas and viewpoints as new information arises. - Describe in detail similarities and differences between some people, events and artefacts. - Analyse and evaluate how historical events affect and influence life today giving their own point of view. - Make links between some of the features of past societies.	- Speculate and hypothesise about the past, formulating their own theories about reasons for change. - Give own reasons why changes may have occurred adapting their ideas and viewpoints as new information arises. - Using reliable evidence, analyse and evaluate how historical events affect and influence life today giving their own point of view. - Make links between some of the features of past societies explaining choices.
Historical Interpretation	- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. - Give reasons why there may be different accounts of history and evaluate the most reliable forms	- Understand that people in the past have a point of view and that this can affect interpretations. - Justify why there may be different accounts of history and evaluating the most reliable forms. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past as well as checking accuracy of interpretation.
Historical Enquiry	- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing specific historically based questions to ask and answer. - Begin to develop conclusions with evidence as to the most likely version of events. - Begin to give a balanced view of interpretations of the past, using different points of view.	- Interpret the past using a range of concepts and ideas. - Devise historically valid questions about change, cause, similarity and difference - explaining choice. - Develop conclusions with evidence as to the most likely version of events. - Give a balanced view of interpretations of the past, using different points of view.
Organisation and Communication	- Communicate knowledge and understanding about the past using cross curricular approaches, displaying findings in a variety of ways. - Work independently and in groups to plan and present a self-directed project or research. - Select key data and organise it to answer historical questions explaining choices.	- Communicate knowledge and understanding about the past using cross curricular approaches displaying findings in a variety of ways. - Work independently and in groups to plan and present a self-directed project or research. - Select key data and organise it to answer historical questions, explaining choices.