



HISTORY SKILLS PROGRESSION YEARS 1 – 6



	Historical Knowledge	Chronology	Interpretation of History	Historical Enquiry	Organisation and Communication
Year One	<p>I can begin to describe similarities and differences in artefacts.</p> <p>I can question why people did things in the past and use a range of sources to find out characteristic features of the past</p>	<p>I can sequence events or objects in chronological order</p>	<p>I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p>	<p>I can sort artefacts ‘then’ and ‘now’ I can use as wide a range of sources as possible I can answer questions related to different sources...</p>	<p>I can communicate my understanding through; - the use of a timeline (3D with objects/sequential pictures) - drawing - drama/role play - writing - IT</p>
Year Two	<p>I can find out about people and events in other times I can confidently describe similarities and differences of collections of artefacts</p> <p>Drama – develop empathy and understanding (hot seating, speaking and listening)</p>	<p>I can sequence artefacts closer together in time.</p> <p>I can sequence events.</p> <p>I can sequence photos etc, from different periods of their life.</p> <p>I can describe memories of key events in their lives.</p>	<p>I can compare pictures or photographs of people or events in the past.</p> <p>Children can identify different ways to represent the past</p>	<p>I can use a source – I can ask why, what, who, how and where questions and find answers to them.</p> <p>I can sequence a collection of artefacts.</p> <p>I can use timelines.</p> <p>I can discuss the effectiveness of a source.</p>	<p>I can communicate my understanding through; - Class display/... - Using annotated... - Using IT</p>
Year Three	<p>I can find out about everyday lives of people in time.</p> <p>I can compare with our life today I can identify reasons for and results of peoples actions I can show an understanding of why people may have had to do something I can study change through the lives of significant individuals (e.g. Queen Elizabeth I and II</p>	<p>I can place the time studied onto a timeline.</p> <p>I can sequence events or artefacts.</p> <p>I can use dates related to the passing of time</p>	<p>I can identify and give reasons for different ways in which the past is represented.</p> <p>I can distinguish between different sources and evaluate their usefulness.</p> <p>I can look at representations of the period e.g. museums, cartoons etc</p>	<p>I can use a range of sources to find out about a time period.</p> <p>I can observe small details – artefacts/pictures.</p> <p>I can select and record information relevant to the study.</p> <p>I can begin to use the books and e-learning for research</p> <p>I can ask and answer questions</p>	<p>I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, mode</p>



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Year Four	I can use evidence to reconstruct life in time studied I can identify key features and events I can look for the links and effects in time studied I can offer reasonable explanation for some events I can develop a broad understanding of ancient civilisations	I can place events studied from the places studied onto a timeline I can use terms related to the time period and begin to date events I can understand more complex terms e.g. BCE/AD	I can look at the evidence available I can begin to evaluate the usefulness of different sources I can use textbooks and my own historical knowledge	I can use evidence to build up a picture of a past event I can choose relevant material to present a picture of one aspect of life in time past I can ask a variety of questions I can use the books and eLearning for research	I can select data and organise it into a data file to answer historical questions I know the period in which the study is set I can display findings in a variety of ways I can work independently and in groups
Year Five	I can study different aspects of life of different people – differences between men and women I can examine causes and results of great events and the impact on people I can compare life in early and late times studied I can compare an aspect of life with the same aspect in another period	I can place current studies on a timeline in relation to other studies I know, and sequence key events of time studied I can use relevant terms and periods labels I can relate current studies to previous studies I can make comparisons between different times in history	I can compare accounts from events from different sources I can offer some reasons for different versions of events	I can begin to identify primary and secondary sources I can use evidence to build up a picture of life in time studied I can select relevant sections of information I am confident in the use of book and e-learning for research	I can fit events into a display sorted by time I can use appropriate terms, matching dates to people and events I can record and communicate knowledge in different forms Work independently in group showing initiative
Year Six	I can find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings	I can place a current study on timeline in relation to other studies I can use relevant dates and terms I can sequence up to ten events on a timeline	I can link sources and work out how conclusions were arrived at I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion	I can recognise primary and secondary sources I can use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out	I can select aspects of a study to make a display I can use a variety of ways to communicate knowledge and understanding including extended writing