

SKILLS PROGRESSION HISTORY

SKILLS THEME	Reception & Year 1 skills &/or concepts	Year 2 skills &/or concepts	Year 3 skills &/or concepts	Year 4 skills &/or concepts	Year 5 skills &/or concepts	Year 6 skills &/or concepts
CHRONOLOGICAL UNDERSTANDING	<ul style="list-style-type: none"> • Use common words and phrases related to the passing of time (e.g. now, yesterday, last week, when I was younger, a long time ago) • Sequence events / photos. • Describe memories of key events. 	<ul style="list-style-type: none"> • Realise that the past can be divided into different periods of time. • Recognise some of the similarities and differences between different periods in history. (i.e. links to previous eras studied; topics which 'overlap' several historical eras). • Place periods studied on a timeline. • Sequence several events or artefacts. • Use dates and terms related to the period studied (include BC and AD, BCE and CE) 			<ul style="list-style-type: none"> • Know and sequence different key events of time studied. • Relate current studies to previous studies and make comparisons to different times in history. • Understand history as a continuum with overlapping eras and themes. • Place current studies on a timeline in relation to other studies. • Use dates precisely and accurately when talking about the past. • Place artefacts with increasing accuracy in the correct period based on previous and current learning. 	
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Knowledge and understanding of past events, people & changes in the past	<ul style="list-style-type: none"> • Use drama to understand why people did things in the past • Look at and describe collections of artefacts. 	<ul style="list-style-type: none"> • Find out about everyday lives of people in the times studied and compare with our life today. • Identify and understand key features and events within period studied. • Show knowledge and understanding of some of the main events, people and changes studied. • Begin to give a few reasons for and consequences of the main events and changes. 			<ul style="list-style-type: none"> • Use knowledge and understanding to describe characteristic features of past societies and periods. • Find out about the beliefs, behaviour and characteristics of people, recognising that everyone does not share the same views and feelings. • Write explanations of past events using evidence to support and illustrate their explanation, including causes and effects. 	

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HISTORICAL INTERPRETATION	<ul style="list-style-type: none"> • Compare pictures of people or events in the past. 	<ul style="list-style-type: none"> • To be able to reflect on different representations of the period- e.g. museums, films, Horrible Histories. • Ask questions about pictures as an interpretation of the past. • Distinguish between and compare different sources of evidence. • Begin to critically evaluate the usefulness of different sources. • Use stories to identify the differences between fact and fiction. 			<ul style="list-style-type: none"> • Draw conclusions about a period using a range of sources including censuses and inventories. • Critically compare accounts of events from different sources, with reference to reliability and the perspective of the character. 	
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HISTORICAL ENQUIRY & LANGUAGE	<ul style="list-style-type: none"> • Sort artefacts- then/now • Using a range of sources: sketch, handle, question, observe. 	<ul style="list-style-type: none"> • Begin to use key words and phrases from the time period (past, ancient, modern) • Use a range of sources to find out about a period. • Respond to questions about the past. • Use key words and phrases from the time period correctly and with more confidence (decade, century, millennium, BC/AD, period). • Use evidence from different sources to build up a picture of a past event. • Ask and answer questions about the past. 			<ul style="list-style-type: none"> • Devise historically valid questions about change, cause, similarity and difference. • Select and withdraw relevant information from sources in response to questions. • Organise and present their findings in a thoughtful and succinct way. • Understand that language (either written or spoken) has changed over time and be able to distinguish past from present. • Discuss and understand different opinions and attitudes within the period studied, making comparisons to the present day (e.g. slavery in ancient Athens, which would not be acceptable today) 	