Kings Meadow Primary School
History Progression of Skills

History	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and Depth of Historical Knowledge	Recognise the difference between past and present in their own and others live know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of lie with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 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

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						illustrate their explanation Know key dates, characters and events of time studied
Interpretations of History	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical Enquiry	Find answers to simple questions about the past from sources of information e.g., artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out

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			Select and record information relevant to the study Begin to use the library and internet for research	Use the library and internet for research	Use the library and internet for research with increasing confidence	Bring knowledge gathered from several sources together in a fluent account Select and organise information to produce structured work, making appropriate use of dates and terms.
Skills through Themes	Use different sources of information to find out about the past Find out about the lives of significant people and events from the past and present Using episodes from stories about the past, identify the difference	Ask and answer questions about the past Explore places and investigate artefacts Recognise why people did things and why events happened Identify differences between past and present and show how ways of life at different times were different to their own	Develop their understanding that the past can be divided into different periods of time Explore the different ways we can find out about the past and how to understand evidence Identify different ways in which the past can be represented Recognise similarities and differences between people's lives during different periods of time	Ask and answer a variety of preceptive historical questions Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK Identify the impact of the movement and settlement of people in different periods of British history Identify how significant events, developments or individuals and groups	Investigate the characteristic features of, and changes, within, periods of history Devise historically valid questions about change, similarity and difference and investigate for find possible answers Investigate events in the past using primary and secondary sources Identify and describe reasons for and results of historical events, situations and changes	Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers. Recognise social, cultural, religious and ethnic diversity of societies Recognise that the past is represented and interpreted in different ways and give reasons for this. Recognise and understand the broader chronology of major

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	between past and present Place events in chronological order Use common words and phrases related to the passing of time Make a personal link to the past by exploring artefacts and images	Identify different ways in which the past is represented Observe and handle a range of sources of information to find out about the past Place events and objects in chronological order Use a wide vocabulary of everyday historical terms	Use dates and vocabulary relating to the passing of time and sequence events sequence several events or artefacts Begin to give reasons for and results of the main events and changes Use sources of information including ICT to find out about events, people and changes	have influences their locality, the UK and beyond in the recent and distant past Identify different ways in which the past is represented and interpreted and recognise how history is preserved. Place events, people and changes into correct periods of time on a timeline Use dates and vocabulary relating to the passing of time, including AD/BC Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted Communicate knowledge and understanding in a variety of ways	Recognise primary and secondary sources Identify and describe the effect of some economic, technological and scientific developments Place events, people and changes into correct periods of time Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade Interpret historical evidence Select and organise relevant historical information, making appropriate use of dates and terms	events in the UK, and some key events in the world, from ancient civilisations to the present day, and locate within this the periods, events and changes they already studied Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them. Suggest possible omissions and the means of finding out. Select and combine information from different sources. Recall, select, organise and communicate historical information in a variety of ways.

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