

## Christ Church Primary School & Lewis Street Primary School

### History skills Progression

Skill	Year 1/2	Year 3/4	Year 5/6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different time periods</li> <li>Match objects to people of different ages</li> <li>Sequence artefacts closer together in time</li> <li>Sequence photos from different periods in their life</li> <li>Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studies on a timeline</li> <li>Sequence several events of artefacts</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Place events from the period studied on a time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex times e.g. BC, AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and periods labels</li> <li>Relate current studies to previous studies</li> <li>Make comparisons between different times in the past</li> <li>Place current study on timeline in relation to others studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a timeline</li> </ul>
<b>Range and depth of Historical knowledge</b>	<ul style="list-style-type: none"> <li>Sequence artefacts and explain similarities and differences</li> <li>Use a range of sources to find out characteristic features of the past</li> <li>Find out about people and events in other times</li> <li>Collections of artefacts</li> <li>Develop empathy and understanding of changes and events</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in times studied and compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why someone may have wanted to do something</li> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events</li> <li>Look for links and effects in time studied</li> <li>Offer explanations for some events</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of lives of different people- inc differences between men and women</li> <li>Examine cause and results of great events and the impact on people</li> <li>Compare life in early and late times studied</li> <li>Compare an aspect of life with the same aspect of another period</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everybody shares the same point of view</li> <li>Know key dates, characteristics and events of a time studied</li> <li>Explain a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past- how reliable are memories</li> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources- compare different versions of the same story</li> <li>Look at representations of the period - museums, cartoons etc</li> <li>Look at evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources</li> <li>Offer some reasons for different versions of events</li> <li>Link sources and work out how conclusions are arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confident use of the library and internet for research</li> </ul>

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<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Sort artefacts 'then' and 'now'</li> <li>• Sequence collections from different periods – similarities and differences</li> <li>• Use as wide a range of sources as possible</li> <li>• Use a source – handle it, questions observations and sketch</li> <li>• Use a source – why, what, who, how, where?</li> <li>• Sequence a collection of artefacts</li> <li>• Timeline - collection of artefacts- check reference books</li> <li>• Similarities and differences between sources</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details – artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library, ICT programs for research</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in the past times</li> <li>• Ask a variety of questions</li> <li>• Use the library and IT for research</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a life in times studied</li> <li>• Select relevant sections of information</li> <li>• Confident use of library and IT for research</li> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of past times. Suggest omissions and means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Illustrations</li> <li>• Drama/Role play</li> <li>• Writing</li> <li>• Time lines</li> <li>• Annotated photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate knowledge and understanding in a variety of ways- discussion, pictures, writing, annotations, drama, models</li> <li>• Select data and organise it to answer historical questions</li> <li>• Know the period in which the study is set in</li> <li>• Display findings in a variety of ways</li> <li>• Work independently and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate terms, matching dates to people and events</li> <li>• Record and communicate knowledge in different forms</li> <li>• Work independently and in groups showing initiative</li> <li>• Select aspects of a study to make a display</li> <li>• Use a variety of ways to communicate knowledge and understanding including extended writing</li> <li>• Plan and carry out individual investigations</li> </ul>