

Bullion Lane Primary School Progression of Skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> *Sequence events in their life. *Sequence 3 or 4 artefacts from distinctly different periods of time. *Match objects to people of different ages. 	<ul style="list-style-type: none"> *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 their lives. 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *Place events from the period being studied on a time line. *Use terms related to the period and begin to date events. *Understand more complex terms, e.g. BC/AD. 	<ul style="list-style-type: none"> *Know and sequence key events of the time studied. *Use relevant terms and period labels. *Make comparisons between different times in the past. 	<ul style="list-style-type: none"> *Place current study on time line in relation to other studies. *Use relevant dates and terms. *Sequence up to ten events on a time line.
Range and depth of historical knowledge	<ul style="list-style-type: none"> *Recognise the difference between past and present in their own and other’s lives. *Know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> *Recognise why people did things, why events happened and what happened as a result. *Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> *Find out about everyday lives of people in the 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. 	<ul style="list-style-type: none"> *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 reasonable explanation for some events. 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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 illustrate their explanation.

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						*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 of 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 answer 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. *Select and record information relevant to the study.	*Use evidence to build up a pictures 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

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			*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.	means of finding out. *Bring knowledge gathered from several sources together in a fluent account.
Organisation and communication	*Communicate their knowledge through: Discussion ... Drawing pictures ... Drama/role play ... Making models ... Writing ... Using ICT ...			*Recall, select and organise historical information. *Communicate their knowledge and understanding.		*Select and organise information to produce structured work, making appropriate use of dates and terms.