

CREETING ST MARY CEVAP SCHOOL

Progression of History Skills

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Sequence events or objects in chronological order	Sequence artefacts closer together in time	Place the time studied on a time line	Place events from period studied on a time line	Place current study on time line in relation to other studies	Place current study on time line in relation to other studies
		Sequence events	Sequence events or artefacts	Use terms related to the period and begin to date events	Know and sequence key events of time studied	Use relevant dates and terms
		Sequence photos etc from different periods of their life	Use dates related to the passing of time	Understand more complex terms e.g. BC/AD	Use relevant terms and periods labels	Sequence up to 10 events on a time line
		Describe memories of key events in lives		Use evidence to reconstruct life in time studied	Relate current studies to previous studies	
				Identify key features and events	Make comparisons between different times in history	
Range and Depth of Historical Knowledge	Begin to describe similarities and differences in artefacts	Find out about people and events in other times	Find out about everyday lives of people in time studied	Look for links and effects in time studied	Study different aspects of life of different people – differences between men and women	Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
	Why people did things in the past	Collections of artefacts – confidently describe similarities and differences	Compare with our life today	Offer a reasonable explanation for some events	Examine causes and results of great events and the impact on people	Compare beliefs and behaviour with another period studied
	Use a range of sources to find out characteristic features of the past	Drama – develop empathy and understanding (hot seating, speaking and listening)	Identify reasons for and results of people's actions	Develop a broad understanding of ancient civilisations	Compare life in early and late times studied	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
			Understand why people may have had to do something		Compare an aspect of life with the same aspect in another period	Know key dates, characters and events of time studied
			study change through the lives of significant individuals (e.g. QE 1 or QE2)		Study an ancient civilization in detail	Compare and contrast ancient civilisations

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Interpretations of History	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Compare pictures or photographs of people or events in the past	Identify and give reasons for different ways in which the past is represented	Look at the evidence available	Compare accounts of events from different sources. Fact or fiction	Link sources and work out how conclusions were arrived at
		Able to identify different ways to represent the past	Distinguish between different sources and evaluate their usefulness	Begin to evaluate the usefulness of different sources	Offer some reasons for different versions of events	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
			Look at representations of the period – museum, cartoons etc	Use of text books and historical knowledge		Be aware that different evidence will lead to different conclusions
						Confident use of the library etc for research
Historical Enquiry	Sort artefacts “then” and “now”	Use a source - why, what, who, how, where to ask questions and find answers	Use a range of sources to find out about a period	Use evidence to build up a picture of a past event	Begin to identify primary and secondary sources	Recognise primary and secondary sources
	Use as wide a range of sources as possible	Sequence a collection of artefacts	Observe small details – artefacts/pictures Select and record information relevant to the study	Choose relevant material to present a picture of one aspect of life in a time past	Use evidence to build up a picture of life in time studied	Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out
	Speaking and listening	Use of timelines	Begin to use the library, e-learning for research	Ask a variety of questions	Select relevant sections of information	Bring knowledge gathering from several sources together in a fluent account
	To ask and answer questions related to different sources and objects	Discuss the effectiveness of source	Ask and answer questions	Use the library, e-learning for research	Confident use of the library, e-learning, research	
Organisation and Communication	Time lines (3D with objects/sequential pictures)	Class display/museum	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models	Select data and organise it into a data file to answer historical questions	Fits events into a display sorted by theme time	Select aspect of study to make a display
	Drawing					
	Drama/role play	Annotated photographs		Know the period in which the study is set	Use appropriate terms, matching dates to people and events	Use a variety of ways to communicate knowledge and understanding including extended writing
	Writing (reports, labelling, simple recount)					
	ICT	ICT		Display findings in a variety of ways Work independently and in groups	Record and communicate knowledge in different forms – work independently and in groups showing initiative	Plan and carry out individual investigations