

## History Skills Progression

	Historical Enquiry	Chronological Understanding	Historical Interpretation
YR	<ul style="list-style-type: none"> <li>• Begins to question things/events that have happened to them using simple language</li> <li>• Asks questions about objects, stories and images from the past.</li> <li>• Can recognise items from the past as being different from current</li> <li>• Can order events in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language that suggests something happened yesterday, today, tomorrow in order to distinguish between past, present and future</li> </ul>	<ul style="list-style-type: none"> <li>• Can spot basic similarities and differences in photographs from the present and past.</li> <li>• Can create their own historical interpretations about things happening in their lives e.g. When I was a baby I could not walk and now I can.</li> <li>• Can recount events in their own past</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• Can ask questions to develop their own knowledge about events from the past</li> <li>• Find answers to simple questions about the past from sources of information that they can examine with adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Sequence events from different periods of their life</li> <li>• Describe memories of key events in lives</li> <li>• Can acknowledge the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Can use stories to recognise fact and fiction about historical events</li> <li>• Can recount stories about the past</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Can ask questions to further own knowledge about a time period/ event</li> <li>• Observe and handle sources independently to answer questions about the past on the basis of simple observations</li> <li>• Introduction to the idea that sources can be primary and secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Know where studied events fit into a chronological timeline (4 events for a certain period)</li> <li>• Sequence events closer together in time - check with reference book</li> <li>• Can identify similarities and differences between time periods studied</li> <li>• Can understand that history happens in a specific order (First, second, next)</li> </ul>	<ul style="list-style-type: none"> <li>• Can use sources/ stories/ artefacts to explain key features of events/ time periods</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</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>
Y3	<ul style="list-style-type: none"> <li>• Can ask questions to further own knowledge about a time period/ event</li> <li>• Use a range of sources, both primary and secondary 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 and internet for research about a historical period</li> </ul>	<ul style="list-style-type: none"> <li>• Know where studied events (including events studied in previous school years) fit into a chronological timeline</li> <li>• Place the time studied on a time line (with 6 key events from the historical period)</li> <li>• Use terms related to the period and date events</li> <li>• Sequence several events or artefacts within a studied period of time</li> <li>• Can note trends over time and connections between periods studied</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the period – museum, paintings, stories.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• Can ask questions to further own knowledge about a time period/ event</li> <li>• Use evidence, both primary and secondary 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</li> <li>• Use the library and internet for research about a historical period</li> </ul>	<ul style="list-style-type: none"> <li>• Know where studied events (including events studied in previous school years) fit into a chronological timeline</li> <li>• Place the time studied on a time line (with 6 key events from the historical period)</li> <li>• Use terms related to the period and date events</li> <li>• Understand more complex terms e.g. BC/AD</li> <li>• Sequence events or artefacts within a studied period of time Can begin to use sources/ stories/ artefacts to note trends over time and connections between periods studied</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Look at the evidence available in order to interpret the relevant period of history</li> <li>• Evaluate the relevance and usefulness of different primary and secondary sources</li> <li>• Begin to understand why different historical periods have a variety of information</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Can ask questions to further own knowledge and ones that challenge the validity of peers views</li> <li>• Identify and understand where it is important to use primary and secondary sources</li> <li>• Use sources to build up a picture of a past event</li> <li>• Select relevant sections of information from</li> <li>• Use the library and internet for research with increasing confidence and independence</li> </ul>	<ul style="list-style-type: none"> <li>• Know where studied events (including events studied in previous school years) fit into a chronological timeline</li> <li>• Place the time studied on a time line (with 8 key events from the historical period)</li> <li>• Use relevant terms and vocabulary within the</li> <li>• Make comparisons between different times in the past</li> <li>• Most of the time uses sources/ stories/ artefacts to note trends over time and connections between periods studied</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Link sources and interpret how conclusions have been drawn</li> <li>• Offer some reasons for different versions of events based on author of sources and where the source has initiated from</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• Can ask questions to further own knowledge and ones that challenge the validity of ideas/ sources</li> <li>• Can construct questions from sources and research valid answers</li> <li>• Use a range of sources throughout the topic to identify how that period of history has been constructed to what we know it today</li> <li>• Suggest omissions and the means of finding out relevant information</li> <li>• Bring knowledge gathered from several sources together into a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>• Know where studied events (including events studied in previous school years) fit into a chronological timeline</li> <li>• Place the time studied on a time line (with 10 key events from the historical period)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Link sources and interpret how conclusions have been drawn</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>• Confidently use the library and internet for research</li> </ul>