

Cotherstone Primary School

Progression of skills: **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 2-3 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 and check. Sequence photographs from different periods in their life. Describe memories from 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 and artefacts. 	<ul style="list-style-type: none"> Place events from period studied on a time line. Use terms related to the period and begin to date events. Understand more complex terms (BCE/AD). 	<ul style="list-style-type: none"> Know and sequence key events of 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 timeline in relation to other studies. Use relevant terms and dates. Sequence all relevant events on a timeline.
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between the past and present in their own and others' lives. To 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 and similarities between ways of life at different times. 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Compare with their own lives. Identify reasons for and consequences of people's actions. Understand why people may have taken certain actions. 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> Study different aspects of different people – including differences between women and men. Examine causes and results of great events and the impact on people. Compare life in early and late periods of time studied. Compare an aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> Find out about beliefs, behaviours and characteristics of people – recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Consider alternative explanations of past events in terms of cause and effect using evidence to support their explanation. Know key dates, names and events of time studied.
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare two versions of a past event. Compare pictures or photographs of people/events in the past. Discuss reliability of photos, accounts and stories. 	<ul style="list-style-type: none"> Identify and give reasons different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at different representations of the period. 	<ul style="list-style-type: none"> Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. 	<ul style="list-style-type: none"> Compare accounts of events from different sources – including both fact and fiction. Offer some reasons for different versions of events. 	<ul style="list-style-type: none"> Link sources and consider how conclusions were drawn. Consider ways of checking the accuracy of interpretations (fact/fiction/opinion). Recognise that different evidence can lead to different conclusions. Confidently use the library and internet for research.
Historical Enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information including artefacts. 	<ul style="list-style-type: none"> Handle and observe sources and artefacts to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period. Observe small details of artefacts and pictures. Select and record information relevant to the study. Begin to use the library and internet for research. 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in a time past. Use the library and internet for research. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence. 	<ul style="list-style-type: none"> Recognise primary and secondary sources. Use a range of sources to find out about an aspect of history. Recognise omissions/gaps in evidence and their implications. Bring knowledge, from a range of sources, together in a fluent account.

Where possible, relevant links should be made throughout to children's locality and history.