

History Skills Progression

Investigate and interpret the past

KS1 Objectives	Year 1	Year 2	KS2 Objectives	Year 3	Year 4	Year 5	Year 6
<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Ask and answer questions, using other sources to show that they know and understand key features of events.</p>	Identify different ways that the past is represented, eg. paintings, photos, artefacts and songs.	Discuss the reliability of different types of evidence, eg. paintings, photos, artefacts and songs (as well as eye witness accounts).	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	Use evidence to ask questions and find answers to questions about the past.	Suggest suitable sources of evidence for historical enquiries	Use a range sources of evidence to deduce information about the past.	Suggest suitable sources of evidence for historical enquiries, giving reasons for choices.
	Ask questions such as: What was it like for people?	Ask questions such as: What happened? How long ago? Who was involved?		Ask questions such as: How did people....? What did people do for....? Suggest sources to help answer these.	Ask questions such as: What was it like for...during...? Suggest sources to help answer these.	Answer and devise historically valid questions about change, cause, similarity and difference.	Answer and devise more complex historically valid questions about change, cause, similarity and difference, considering the 'what if?'
	Give a plausible explanation of what an object was used for in the past.	Compare pictures and photographs of people or events in the past.		Look at two versions of the same event and identify differences in the accounts.	Give reasons why there may be differences in accounts of history from different people.	Understand that no single source of evidence gives the full answer to questions about the past.	Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.

	Find answers to simple questions about the past, using a range of sources, eg. artefacts, pictures, stories).	Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.		Understand that knowledge of the past is constructed from a variety of sources.	Understand the difference between a primary and a secondary source.	Analyse a range of sources, independently selecting those to use and giving reasons why.	Evaluate the usefulness and accurateness of different sources of evidence, selecting the most appropriate source to use.
	Begin to recount some details of the past using these sources.	Use different sources (including stories and pictures) to compare two versions of the same event.		Distinguish between different sources- compare different versions of the same story.	Use text books and own growing historical knowledge to gain a better perspective.	Know that people (now and in the past) can represent events or ideas in ways that persuade others.	Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

Range and depth of historical knowledge

KS1 Objectives	Year 1	Year 2	KS2 Objectives	Year 3	Year 4	Year 5	Year 6
Identify similarities and differences between ways of life in different periods. They should choose and use parts of stories and other sources to show that they know and understand key features of events.	Recognise the difference between past and present in their own lives.	Recognise why people did things, why events happened and what happened as a result.	Begin to note connections, contrasts and trends over time.	Find out about the everyday lives of people in the time studied and compare with our life today.	Use a range of different sources to reconstruct life in the time studied.	Study different aspects of different people, eg. differences between life for men and women.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same points of view.
	Listen to and recount episodes from stories about the past, understanding key events.	Know and recount episodes from stories about the past, understanding key events and identifying key people.		Identify reasons for and results of people's actions.	Look for links and effects from times studied.	Compare an aspect of life with the same in another period (including an 'early' and 'late' times study).	Compare beliefs and behaviour with another time studied.

	Talk about simple similarities between life now and then.	Identify differences between ways of life in different periods.		Understand why people may have wanted to do something.	Offer a reasonable explanation for some events.	Examine causes and results of a great event and the impact it had on people.	Write an explanation of a past event in terms of cause and effect, using evidence to illustrate the explanation.
Understand chronology							
KS1 Objectives	Year 1	Year 2	KS2 Objectives	Year 3	Year 4	Year 5	Year 6
Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework.	Place events on a simple timeline. Sequence events in their life.	Place events on a simple timeline, begin to use dates.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Put events, people, places and artefacts on a timeline including when special events took place.	Put name, places and dates of significant events from the past on a timeline.	Uses timelines to place and sequence local, national and international events.	Uses timelines to place events, periods and cultural movements from around the world.
	Sequence 3 or 4 artefacts from distinctly different periods.	Sequence artefacts and photographs closer together in time. Check accuracy using books/ICT. Begin to use dates.		Understand timeline can be divided into BC and AD.	Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.	Sequence historical periods.	Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
	Develop a simple awareness of the past, using common words and phrases relating to the passing of time.	Recount changes in own life over time. Uses past and present when telling others about an event.		Use words and phrases: century, decade, ancient.	Understand and use more complex historical terms e.g. BC/AD/CENTURY, decade, after, before, during.	Use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance	Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance

	Match objects to people of different ages.	Puts 5 people, events or objects in order using a given scale.		Use dates and terms related to the study unit and passing of time.	Place the time studied on a timeline, compare where this fits in to topics previously studied.	Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.	Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.

Communicate historically

KS1 Objectives	Year 1	Year 2	KS2 Objectives	Year 3	Year 4	Year 5	Year 6
Use and understand a wide vocabulary of everyday historical terms.	Communicate knowledge through discussion, drama, pictures and making models.	Also begin to communicate historical knowledge through writing.	Develop the appropriate and confident use of historical terms.	Communicate historical knowledge through discussion, pictures, drama and role-play, making models, writing and ICT.	Communicate historical knowledge through discussion, pictures, drama and role-play, making models, writing and ICT in an increasingly detailed way.	Communicate historical knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT to a range of audiences.	Communicate historical knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT, demonstrating an understanding of different viewpoints.
	Use simple terms to talk about the passing of time, eg. new, old, young, days, a long time ago, recently, when my parents/carers were children.	Use simple historical terms in discussion, eg .recently, before, before I was born, years, decades and centuries.		Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information.	Construct own responses beginning to select and organise relevant historical information.	Construct informed responses that involve thoughtful selection of relevant historical information.	Select and organise information to produce structured work, making appropriate use of dates and terms.
				Use historically accurate terms to talk about the passing of time.	Use historically accurate terms to talk about the passing of time e.g. BC/AD/century.	Use historically accurate terms to talk about the passing of time e.g. continuity/decade.	Use historically accurate terms to talk about the passing of time e.g. era/chronology/ legacy.