

Progression in History Skills

Skill	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<p><i>To investigate and interpret the past</i></p>	<p>To use pictures and stories to find out about the past.</p> <p>To ask questions such as: What it like for people? What happened? How long ago?</p> <p>To use a range of sources including artefacts, databases and online sources to find out about the past.</p> <p>Identify some of the different ways the past has been represented</p>	<p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence for historical enquiries.</p> <p>To describe different accounts of a historical events explaining some of the reasons why the accounts may differ.</p> <p>To suggest cause and consequence of some of the main events and changes in history.</p>	<p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence for historical enquiries.</p> <p>To describe different accounts of a historical events explaining some of the reasons why the accounts may differ.</p> <p>To suggest cause and consequence of some of the main events and changes in history.</p>	<p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To suggest suitable sources of evidence for historical enquiries.</p> <p>To describe different accounts of a historical events explaining some of the reasons why the accounts may differ.</p> <p>To suggest cause and consequence of some of the main events and changes in history.</p>	<p>To use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past</p> <p>To seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>To show an awareness of the concepts of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>To use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past</p> <p>To seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>To show an awareness of the concepts of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>
<p><i>To understand chronology</i></p>	<p>To sequence artefacts and events that are close together in time.</p> <p>To sequence pictures from different periods in history</p> <p>To use simple vocabulary to explain the passage of time.</p> <p>To order dates from earliest to latest on simple timelines</p> <p>To describe memories and changes that have happened in their own lives;</p>	<p>To sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>To sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>To sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>To order an increasing number of significant events, movements and</p> <p>dates on a timeline using dates accurately;</p> <p>To accurately use dates and terms to describe historical events;</p> <p>To understand and describe in some detail the main changes to an aspect in a period in history</p>	<p>To order an increasing number of significant events, movements and</p> <p>dates on a timeline using dates accurately;</p> <p>To accurately use dates and terms to describe historical events;</p> <p>To understand and describe in some detail the main changes to an aspect in a period in history</p>

	To use age appropriate vocabulary to describe the passage of time.		
<i>Knowledge and Understanding of Events, People and Changes in the Past</i>	<p>To describe historical events.</p> <p>To describe significant people in the past.</p> <p>To recognise that there are reasons why people in the past acted the way they did.</p> <p>To recognise some similarities and differences between the past and the present.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To know and recount episodes from stories and significant events in history.</p>	<p>To note key changes over a period of time and be able to give reasons for those changes;</p> <p>To find out about the everyday lives of people in time studied compared with our life today.</p> <p>To explain how people and events in the past have influenced life today.</p> <p>To identify key features, aspects and events of the time studied.</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>To identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past</p> <p>To examine causes and results of great events and the impact these had on people.</p> <p>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
<i>Representing and communicating information</i>	<p>To show an understanding of appropriate historical terms from the units covered.</p> <p>To talk, write and draw about things from the past.</p> <p>To use historical vocabulary to retell simple stories about the past.</p> <p>To use drama/role play to communicate their knowledge about the past.</p>	<p>To use and understand appropriate historical vocabulary to communicate information appropriate to the units covered.</p> <p>To present, communicate and organise ideas about the past using models, drama roleplay and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>To start to present ideas based on their own research about a studied period.</p>	<p>To know and show a good understanding of historical vocabulary including abstract terms appropriate to the units covered.</p> <p>To present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports</p> <p>To plan and present a self-directed project or research about the period studied.</p>