



**Charlestown
Primary School
Progression of Skills
In History**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Place know events and objects in chronological order. Sequence events and recount changes within living memory. Use words and phrases such as: old, new, past, present, oldest, modern to show the passing of time. 	<ul style="list-style-type: none"> Sequence events/artefacts or pictures. Order events, dates or people on simple timelines. Identify similarities or differences between ways of life in different periods. 	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex termseg BC/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 Relate current studies to previous studies 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Accurately uses dates and terms to describe historical events
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives They 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 between ways of life at different times 	<ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past. Use stories or accounts to distinguish between fact and fiction 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<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 – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Show an awareness of the concept of propaganda
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from simple sources. Sort artefacts from 'then' and 'now' 	<ul style="list-style-type: none"> Use different sources and objects to ask and answer questions. Start to use a range of resources. Books, ICT 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Select and record information relevant to the study Begin to use the books and internet for research 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Use a variety of resources to find out about life in the past Use books and internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use a wide range of evidence to build up a picture of a past event Select relevant sections of information Use books and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a wide range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account

Organisation and communication	<ul style="list-style-type: none"> • show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; • talk, write and draw about things from the past; • use historical vocabulary to retell simple stories about the past; • use drama/role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; • start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • 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; • plan and present a self-directed project or research about the studied period.
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