

Progression of skills in History

	Year 1 Level 5	Year 2 Level 6	Year 3 Level 7	Year 4 Level 8	Year 5 Level 9	Year 6 - Level 10
Chronological Understanding	Sequence some events or two related objects in order. Uses words and phrases: old, new, young, days, months. Remembers parts of stories and memories about the past.	Recount changes in own life over time. Puts three people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.	Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline.	Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period. Identifies changes within and across historical periods.	Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline.
Range and Depth of Historical Knowledge	Begin to describe similarities and differences in artefacts. Use a range of sources to find out characteristic features of the past.	Find out about people and events in other times. Collections of artefacts – confidently describe similarities and differences. Drama – develop empathy and understanding.	Find out about everyday 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 had to do something. Study change through the lives of significant individuals.	Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events. Develop a broad understanding of ancient civilisations.	Study different aspects of life 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. Study an ancient civilization in detail.	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 period 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. Compare and contrast ancient civilisations.
Historical Interpretation	Begins to identify and recount some details from the past from sources (eg. pictures, stories).	Understands why some people in the past did things. Compare two versions of a past event. Discuss reliability of photos, accounts or stories.	Identify and give reasons for different ways the past is represented. Distinguish between different sources and compare same stories. Look at representations of the period.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Historical Enquiry	Sort artefacts “then” and “now”. Use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects.	Use a source – why, what, who, how, where to ask questions and find answers. Sequence a collection of artefacts. Use of timelines discuss the effectiveness of sources.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study begin to use the library, e-learning for research. Ask and answer questions.	Use evidence 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 use the library, e-learning for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information. Confident use of library, e-learning, research.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account.
Organisation and Communication	Time lines (3D with objects/ sequential pictures), drawing, drama/role play, writing (reports, labelling, simple recount),ICT	Class display/ museum annotated photographs, ICT	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama.	Select data and organise it into a data file to answer historical questions. Know the period in which the study is set. Display findings in a variety of ways. Work independently and in groups.	Fit events into a display sorted by theme time. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms· work independently and in groups showing initiative.	Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations.