

History Skills Progression

	Year 1	Year 2
INVESTIGATE AND INTERPRET THE PAST	- Recount some details from the past using words and pictures. - Explain what some objects from the past might have been used for. - Asks questions about what happened and when it happened.	- Observe and handle evidence to find out about the past. - Recount some details from the past using different sources of evidence eg/books and online sources. - Research the life of a famous person from the past using different sources of evidence.
COMMUNICATE HISTORICALLY	- Use vocabulary such as old, new, a long time ago to describe the passing of time. - Find out about the past by talking to an older person.	- Use words and phrases such as before, after, past, present, then and now, decades and centuries. - Understands the terms war, peace, democracy and parliament.
UNDERSTAND CHRONOLOGY	Sequence pictures to illustrate a story from the past.	- Place events on a timeline - Understand which dates on a timeline are further in the past, older or more recent.
BUILD AN OVERVIEW OF WORLD HISTORY	Explain how some people have helped us to have better lives.	Recount the life and key events of someone from the past.
HISTORICAL ENQUIRY	Continuity and change (in and between periods): Explain what has changed in my lifetime. Explain some of the main changes since my parents/grandparents were alive. Cause and consequence: To begin to understand that events, or people's actions, in the past had consequences. Similarity and difference: (within a period/situation): To understand that people's lives were different in the past. Significance (of events/people): Describe a significant event or person from the past. Recall the dates that significant events took place.	

History Skills Progression

	Year 3	Year 4
INVESTIGATE AND INTERPRET THE PAST	- Use research skills to find answers to specific historical questions. - Find out about life in the past using a variety of sources of evidence.	- Suggest appropriate sources of evidence for research. - Use more than one source of evidence to form opinions about the past. - Consider differing accounts of a historical event, suggesting reasons why accounts may differ. - Contrast and compare the lives of rich and poor people, adults and children.
COMMUNICATE HISTORICALLY	Use historical language to describe the chronology of major events or time periods eg/dates, time period, era, change, chronology.	- Communicate information about the past in different ways eg/IT, writing - Explain how an event from the past has changed our lives today.
UNDERSTAND CHRONOLOGY	- Use a timeline within a specific period of history to set out the order that events may have happened, historical figures lived or artefacts were in use. . - Use mathematical knowledge and dates to work out how long-ago events happened - Explain some of the times when Britain has been invaded,	- Plot events on a timeline using decades/centuries. - Use mathematical skills to round time differences to centuries and decades. - Understand the concept of change over time. - Understand how crime and punishment have changed over time. - Explain some of the times when Britain has been invaded,
BUILD AN UNDERSTANDING OF WORLD HISTORY	- Describe what life may have been like in Britain from ancient to medieval times. - To know how our local area has impacted on the wider world (glass making, coal mining, metal work)	- Compare some of the times studied with those of other parts of the world. - Describe the social, ethnic, cultural or religious diversity of a past society.
HISTORICAL ENQUIRY	Continuity and change (in and between periods): To link events in the past and explain what may have occurred as a result. Cause and consequence: Begin to understand some of the causes or consequences of the main events or changes in history. Similarity and difference: (within a period/situation): Find similarities and differences between two periods of history. Find similarities and differences between two or more periods of history. Significance (of events/people): Explain how events/people from the past have shaped our lives, beliefs, attitudes and experiences today.	

History Skills Progression

History Skills Progression

	Year 5	Year 6
INVESTIGATE AND INTERPRET THE PAST	- Use a range of evidence to deduce information about the past. - Use sources of evidence to form testable hypotheses about the past. - Demonstrate an awareness of propaganda and how historians must consider bias in social contexts.	- Select suitable sources of evidence, to describe a key event in Britain's past, giving reasons for choices. - Seek out and analyse a wide range of evidence in order to justify claims about the past. - Understand that no single source of evidence gives the full answer to questions about the past. - Identify and explain propaganda. - Refine lines of enquiry as appropriate.
COMMUNICATE HISTORICALLY	- Use original/select appropriate ways to present information and ideas. - Use dates and terms accurately in describing events.	Use appropriate historical vocabulary to communicate e.g./ chronology, continuity, change, legacy.
UNDERSTAND CHRONOLOGY	- Understand the concepts of continuity and change over time, representing them, with evidence, on a timeline. - Use dates and terms accurately when communicating about historical events. - Draw a timeline with different historical periods showing key historical events or lives of significant people.	- Identify periods of rapid change in history and contrast them with times of relatively little change. - Place features of historical events and people from the past societies and periods in a chronological framework.
BUILD AN UNDERSTANDING OF WORLD HISTORY	- Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. - Explain a way in which Britain has had a significant impact upon the world	- Explain how Parliament affects decision making in England. - Explain how Britain may have learnt from other countries and civilisations (historically and recently)
HISTORICAL ENQUIRY	Continuity and change (in and between periods): Describe and make links between main events, situations and changes within and across different periods. Cause and consequence: Identify and give reasons for, results of, historical events, situations and changes. Similarity and difference: (within a period/situation): Describe social, cultural, religious and ethnic diversity in Britain and the wider world.	

	Significance (of events/people): Identify historically significant people and events in situations.
--	---