



## Freeland CE Primary School.

### History Skills Progression KS1



	Year 1	Year 2
Chronological understanding.	<ul style="list-style-type: none"> <li>● Sequence events in their life.</li> <li>● Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>● Match objects to people of different ages.</li> <li>● Use appropriate vocabulary to express the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence artefacts closer together in time.</li> <li>● Sequence photographs etc. from different periods of their life.</li> <li>● Describe memories of key events in people's lives.</li> <li>● Use vocabulary to describe the past.</li> </ul>
Range and depth of historical knowledge.	<ul style="list-style-type: none"> <li>● Recognise the difference between past and present in their own life and the lives of others.</li> <li>● Know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise why people did things, why events happened and what happened as a result.</li> <li>● Identify differences between ways of life at different times.</li> </ul>
Interpretations of history.	<ul style="list-style-type: none"> <li>● Use stories to encourage children to distinguish between fact and fiction.</li> <li>● Compare adults talking about the past-how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>● Compare two versions of a past event.</li> <li>● Compare pictures or photographs of people or events in the past.</li> <li>● Discuss reliability of photos/accounts/stories.</li> </ul>
Historical Enquiry.	<ul style="list-style-type: none"> <li>● Find answers to simple questions about the past from sources of information eg artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a source-observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>



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### History Skills Progression Red Kites

	Year 3	Year 4
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>● Place the period studied on a timeline.</li> <li>● Use dates and terms related to the period studied and the passing of time.</li> <li>● Sequence several events or artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>● Place events from period studied on a timeline.</li> <li>● Use terms related to the period and begin to date events.</li> <li>● Understand more complex terms eg BC/AD</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>● Find out about every day lives of people in the period being studied.</li> <li>● Compare with our lives today.</li> <li>● Identify reasons for and results of people's actions in the period studied.</li> <li>● Understand motivations for people's actions.</li> </ul>	<ul style="list-style-type: none"> <li>● Use evidence to reconstruct life in time studied.</li> <li>● Identify key features and events of time studied.</li> <li>● Look for links and effects in time studied.</li> <li>● Offer a reasonable explanation for some events.</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>● Identify and give reasons for different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>● Look at the evidence available</li> </ul>

	<ul style="list-style-type: none"> <li>● Distinguish between different sources- compare different versions of the same story.</li> <li>● Look at representations of the period-museum, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to evaluate the usefulness of different sources.</li> <li>● Use textbooks and historical knowledge.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>● Use a range of sources to find out about a period.</li> <li>● Observe small details-artefacts, pictures.</li> <li>● Select and record information relevant to the study.</li> <li>● Begin to use the internet and library for research.</li> </ul>	<ul style="list-style-type: none"> <li>● Use evidence to build up a picture of a past event.</li> <li>● Choose relevant material to present a picture of one aspect of life in time past.</li> <li>● Ask a variety of questions.</li> <li>● Use the library and internet for research.</li> </ul>



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### History Skills Progression Kingfishers

	Year 4	Year 5
Chronological understanding.	<ul style="list-style-type: none"> <li>● Place events from period studied on a timeline.</li> <li>● Use terms related to the period and begin to date events.</li> <li>● Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>● Know and sequence key events from the period being studied.</li> <li>● Use relevant terms and period labels.</li> <li>● Make comparisons between different times in the past.</li> </ul>
Range and depth of historical knowledge.	<ul style="list-style-type: none"> <li>● Use evidence to reconstruct life in time studied.</li> <li>● Identify key features and events of time studied.</li> <li>● Look for links and effects in time studied.</li> <li>● Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>● Study different aspects of different people-differences between men and women/rich and poor etc.</li> <li>● Examine causes and results of great events and the impact on people.</li> <li>● Compare life in early and late 'times' studied.</li> <li>● Compare an aspect of life with the same aspect from another period.</li> </ul>

<p>Interpretations of history.</p>	<ul style="list-style-type: none"> <li>● Look at the evidence available</li> <li>● Begin to evaluate the usefulness of different sources.</li> <li>● Use textbooks and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare accounts of events from different sources-fact or fiction.</li> <li>● Offer some reasons for different versions of events.</li> </ul>
<p>Historical enquiry.</p>	<ul style="list-style-type: none"> <li>● Use evidence to build up a picture of a past event.</li> <li>● Choose relevant material to present a picture of one aspect of life in time past.</li> <li>● Ask a variety of questions.</li> <li>● Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to identify primary and secondary sources.</li> <li>● Use evidence to build up a picture of a past event.</li> <li>● Select relevant sections of information.</li> <li>● Use the library and internet for research with increasing confidence.</li> </ul>



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### History Skills progression Golden Eagles.

	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>● Know and sequence key events from the period being studied.</li> <li>● Use relevant terms and period labels.</li> <li>● Make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>● Place current study on timeline in relation to other studies.</li> <li>● Use relevant dates and terms.</li> <li>● Sequence up to 10 events on a timeline.</li> </ul>
<b>Range and depth of historical knowledge.</b>	<ul style="list-style-type: none"> <li>● Study different aspects of different people-differences between men and women/rich and poor etc.</li> <li>● Examine causes and results of great events and the impact on people.</li> <li>● Compare life in early and late 'times' studied.</li> <li>● Compare an aspect of life with the same aspect from another period.</li> </ul>	<ul style="list-style-type: none"> <li>● Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings.</li> <li>● Compare beliefs and behaviour with another time studied.</li> <li>● Write another explanation of a past event in terms of cause and effect</li> </ul>

		<p>using evidence to support and illustrate their explanation.</p> <ul style="list-style-type: none"> <li>● Know key dates, characters and events of the time studied.</li> </ul>
Interpretations of history.	<ul style="list-style-type: none"> <li>● Compare accounts of events from different sources-fact or fiction.</li> <li>● Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>● Link sources and work out how conclusions were arrived at.</li> <li>● Consider ways of checking the accuracy of interpretations-fact or fiction and opinion.</li> <li>● Be aware that different evidence will lead to different conclusions.</li> <li>● Confidently use the library and internet for research.</li> </ul>
Historical enquiry.	<ul style="list-style-type: none"> <li>● Begin to identify primary and secondary sources.</li> <li>● Use evidence to build up a picture of a past event.</li> <li>● Select relevant sections of information.</li> <li>● Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise primary and secondary sources.</li> <li>● Use a range of sources to find out about an aspect of a time past.</li> <li>● Suggest omissions and the means of finding out.</li> <li>● Bring knowledge gathered from several sources together in a fluent account.</li> </ul>