# History Progression Skills

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Chronology** | Introduce timelines make own personal timeline.  Sequence events in chronological order-ask family members when they were born. | Produce a timeline of the main events associated with an event and an individual. | Place time on time line sequence events or artefacts use dates related to the passing of time | Use terms related to the period and begin to date events. specialist vocabulary and terminology related to these invaders and settlers | Place WW2 on timeline comparing to past topics.  use relevant dates and terms | To understand how ancient civilisation fits into the broader chronological framework |
| **Historical Knowledge** | Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) | Compare pictures or photographs of people or events in the past able to identify different ways to represent the past | Distinguish between different sources and evaluate their usefulness | Use evidence to reconstruct life in time studied. | To be aware that different evidence will lead to different conclusions | Use a range of sources to find out about an aspect of time past. |
| **Interpretation of History** | Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) | Able to identify different ways to represent the past | Identify and give reasons for different ways in which the past is represented – understand there are gaps in evidence. | Distinguish between different sources and evaluate their usefulness | Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out | Select appropriate sources to support their findings |
| **Historical Enquiry** | Begin to describe similarities and differences in artefacts  sort artefacts “then” and “now” | Use a source – why, what, who, how, where to ask questions and find answers comparing artefacts | Find out about everyday lives of people in time studied- archaeology begin to use the library, e-learning for research | 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 | Continue use of library, e-learning, research  Independently selecting relevant sections of information | Use a range of sources to find out about an aspect of time past. Suggest omissions and compare and contrast |