

Progression of Skills – History

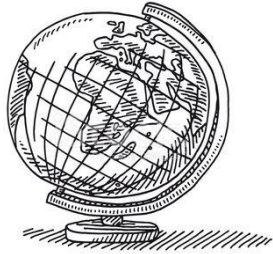
Understand Chronology



Main events

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	National Curriculum					
	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p>			<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>		
	Milestone One		Milestone Two		Milestone Three	
	<ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives. 		<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events. 		<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events. 	

Build an overview of world history



Investigate and interpret the past



Artefacts

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum					
Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.			Children should understand how our knowledge of the past is constructed from a range of sources.		
Milestone One			Milestone Two		Milestone Three
<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Identify some of the different ways the past has been represented. • Use artefacts, pictures, stories, online sources and databases to find out about the past. 			<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 		<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.

Communicate Historically



Vocabulary