



History: Progression of Skills, Knowledge and Understanding



| YEAR | Chronological understanding | Range and depth of historical knowledge | Interpretations of history | Historical enquiry | Organisation and communication |
|------|---|---|---|---|--|
| 4 | <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD | <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events, supporting ideas with historical evidence | <ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge | <ul style="list-style-type: none"> 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 and internet for research Use 2 or 3 different sources to find out about a period/event. | <ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding in a variety of ways. Explain what information is and isn't relevant when finding the answer to a question. |
| 3 | <ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts within a specific time frame. | <ul style="list-style-type: none"> Find out about every day 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 wanted to do something | <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources - compare different versions of the same story Look at and compare representations of the period - museum, cartoons etc | <ul style="list-style-type: none"> Use different 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 and internet for research | <ul style="list-style-type: none"> Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play, making models, writing, using ICT, debate |
| 2 | <ul style="list-style-type: none"> Sequence artefacts/pictures within a shorter time period Describe memories of key events in lives, demonstrating a chronological awareness of their own life. Sequence a simple timeline of a specific period/event/life. | <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences & similarities between ways of life at different times | <ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories/memories etc | <ul style="list-style-type: none"> Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. | |
| 1 | <ul style="list-style-type: none"> Talk about and order events in their own lives. Sort 3 or 4 artefacts/pictures into past & present Recognise & talk about artefacts from specific time period studied. Recognise & explain the purpose of a simple timeline. | <ul style="list-style-type: none"> Recognise and start to compare the difference between past and present in their own and others lives They know and recount episodes from stories about the past | <ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Listen to adults talking about the past and ask questions Think of different ways we can find out about the past. | <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts | |
| R | People and Communities: <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. | | The World: <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. | | |