

Wheeler's Lane Primary School Skills Progression



HISTORY

Historical Interpretations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	start to compare two versions of a past event	look at more than two versions of the same event or story in history and identify differences;		find and analyse a wide range of evidence about the past;	
	observe and use pictures, photographs and artefacts to find out about the past	use a range of sources to find out about the past;		use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;	
	start to use stories or accounts to distinguish between fact and fiction			use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;	
	explain that there are different types of evidence and sources that can be used to help represent the past	investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.			
				consider different ways of checking the accuracy of interpretations of the past;	
				start to understand the difference between primary and secondary evidence and the impact of this on reliability;	
				show an awareness of the concept of propaganda;	
				know that people in the past represent events or ideas in a way that may be to persuade others;	
				begin to evaluate the usefulness of different sources.	

Historical Investigations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
observe or handle evidence to ask simple questions about the past;		regularly address and sometimes devise own questions to find answers about the past;			
observe or handle evidence to find answers to simple questions		construct informed responses about one aspect of life or a key			select relevant sections of information to address historically valid questions and construct detailed, informed responses;

about the past on the basis of simple observations;	event in the past through careful selection and organisation of relevant historical information;	
choose and select evidence and say how it can be used to find out about the past.	gather more detail from sources such as maps to build up a clearer picture of the past;	recognise when they are using primary and secondary sources of information to investigate the past;
	begin to undertake their own research.	investigate their own lines of enquiry by posing historically valid questions to answer

Chronological Understanding					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
sequence artefacts and events that are close together in time;		sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;		order an increasing number of significant events, movements and dates on a timeline using dates accurately;	
order dates from earliest to latest on simple timelines;					
sequence pictures from different periods;					
describe memories and changes that have happened in their own lives;				understand and describe in some detail the main changes to an aspect in a period in history;	
use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.				accurately use dates and terms to describe historical events;	
		understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).			
				understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	

Knowledge and Understanding of Events, People and Changes in the Past					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise some similarities and differences between the past and the present;		note key changes over a period of time and be able to give reasons for those changes;		identify and note connections, contrasts and trends over time in the everyday lives of people;	
identify similarities and differences between ways of life in different periods;		find out about the everyday lives of people in time studied compared with our life today;		describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	

know and recount episodes from stories and significant events in history;	identify key features, aspects and events of the time studied;	examine causes and results of great events and the impact these had on people;
understand that there are reasons why people in the past acted as they did;		
describe significant individuals from the past.		
	explain how people and events in the past have influenced life today;	
	describe connections and contrasts between aspects of history, people, events and artefacts studied.	
		use appropriate historical terms such as culture, religious, social, economic and political when describing the past;

Presenting, Organising and Communicating					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;		use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;		know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;	
use historical vocabulary to retell simple stories about the past;		start to present ideas based on their own research about a studied period.		plan and present a self-directed project or research about the studied period.	
talk, write and draw about things from the past;		present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;		present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;	
use drama/role play to communicate their knowledge about the past.					