

Wellsprings Primary School History Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life, Sequence 3 or 4 artefacts from distinctly different periods of time, Match objects to people of different ages Recognise that some objects belong to the past Have an awareness of the past 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book, Sequence photographs etc. from different periods of their life, Describe memories of key events in their lives. 	<ul style="list-style-type: none"> Place the time studied on a timeline, Use dates and terms related to the study unit and passing of time, Sequence several events or artefacts. Use timelines for some specific periods 	<ul style="list-style-type: none"> Place events from period studied on a timeline, 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"> Know and sequence key events of the time studied, Use relevant terms and period labels, Make comparisons between different times in the past, 	<ul style="list-style-type: none"> Use relevant dates and terms, Sequence up to 10 events on a time line. Place current study on time line in relation to other studies, Be chronologically secure of British, Local and World history.
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and other's lives, Know and recount episodes from stories about the past, Use words and phrases relating to the passing of time (before/after, past/present, then/now <p>Have a knowledge of changes within living memory</p> <p>Know key features of events studied.</p>	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result, Identify differences between ways of life at different times. Recount the life of someone famous from the past and be able to put them on a timeline. <p>Have knowledge of events beyond living memory that are nationally or globally significant</p> <p>Have knowledge of key individuals</p> <p>Have knowledge of significant local historical events, people and places</p> <p>Using a wide range of terms relating to the past</p>	<ul style="list-style-type: none"> Find out about everyday lives of people in the 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"> Use evidence to reconstruct life in the 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. Describe events from the past using the correct dates 	<ul style="list-style-type: none"> Study different aspects of different people and differences between men and women, Examine causes and results of great events and the impact on people, Compare life in early and late 'times' studied, Compare an aspect of life with the same aspect in another period, Use mathematical knowledge to work out how long ago things happened Understand what a decade and century are 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, Compare beliefs and behaviour with another time studied, Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, Know key dates, characters and events of the time studied.
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction, Compare adults talking about the past – how reliable are their memories? 	<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. Begin to look at source materials 	<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 representations of the period – museum, cartoons etc. Know how to find out about the past and how it is represented 	<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources, Use text books and historical knowledge, Use textbooks and historical knowledge. 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction, Offer some reasons for different versions of events, 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at, Consider ways of checking the accuracy of interpretations – fact or fiction and opinion, Be aware that different evidence will lead to different conclusions, Confidently use the library and internet for research.



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Historical enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple questions about the past from sources of information, leading to the children being encouraged to ask simple historical questions; What is it? Who owned it? Where was it found? 	<ul style="list-style-type: none"> Observe or handle artefacts and sources to answer questions about the past on the basis of simple observations, Begin to use NF texts to find out about the time or event studied. Answer and ask questions 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources, Use a range of sources to find out about a period, Observe small details – artefacts, pictures, Select and record information relevant to the study, <p>Devise and address historic questions about change, cause, similarities, differences and significance.</p> <p>Have an appropriate use of historical terms.</p>	<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. <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Know connections, contrasts and trends that have changed over time.</p>	<ul style="list-style-type: none"> Begin to identify primary and secondary sources, Use evidence to build up a picture of a past event, Select relevant sections of information, Use the library and internet for research with increasing confidence. <p>Understand what they can find out from different sources.</p>	<ul style="list-style-type: none"> Recognise Primary and Secondary sources, Use a range of sources to find out about an aspect of time past, Select the most reliable primary and secondary sources of evidence to build up a picture of a past event, Suggest omissions and the means of finding out, Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Bring knowledge gathered from several sources together in a fluent account.
Organisation and communication	Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms.