

History Progression Model 22-23							
Skill	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CHRONOLOGICAL UNDERSTANDING PROGRESSION OF SKILLS	Chronology	* Sequence events in their life. * Sequence three or four artefacts from different periods of time. * Match objects to people of different ages.	* Begin to use timelines. * Sequence artefacts closer together in time - check with a reference book. * Sequence photographs etc. from different periods of their life. * Describe memories of key events in lives.	* 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.	* Place events from period studied on a time line. * Use terms related to the period and begin to date events. * Understand more complex terms e.g. BC/AD.	* Know and sequence key events of time studied. * Use relevant terms and period labels. * Make comparisons between the period studied and a different period of time in the past.	* Know and sequence events of time studied. * Use relevant terms and period labels; understanding how they differ. * Make comparisons between different times in the past.
	Everyday Life	* Recognise the difference between past and present in their own and others' lives.	* Identify similarities and differences between ways of life at different times.	* Compare with our life today. * Find out about everyday lives of people in time studied.	* Use evidence to reconstruct life in time studied.	* Compare an aspect of life with the same aspect in another period. * Compare life to a late time studied.	* Compare an aspect of life with the same aspect in a range of time periods. * Compare life in early and late 'times' studied.
	Significant Events/People	* Know and recount events from stories about the past.	* Recognise why people did things, why events happened and what happened as a result.	* Identify reasons for and results of people's actions. * Understand why people may have wanted to do something.	* Identify key features and significant events of time studied. * Look for links and effects in time studied.	* Study different aspects of different people - differences between men and women. * Examine causes	* Study different aspects of different people - differences between gender, ethnicity, age

					* Offer a reasonable explanation for some events.	and results of significant events.	and social status. * Examine causes and results of significant events and the impact it has on people.
HISTORICAL INTERPRETATION PROGRESSION OF SKILLS	Report and Conclude	* Use stories to distinguish between fact and fiction. * Find answers to simple questions about the past from sources of information.	* Discuss reliability of photos, accounts and stories.	* Identify and give reasons for different ways in which the past is represented. * Look at representations of the period – museum, cartoons etc and discuss their meaning.	* Look at the evidence available. * Begin to evaluate the usefulness of different sources. * Use text books and historical knowledge.	* Offer some reasons for different versions of events.	* Offer some reasons for different versions of events using research as evidence.
	Compare and Contrast	* Compare two versions of a past event.	* Compare two versions of a past event and give reasons on why they may differ. * Compare pictures or photographs of people or events in the past.	* Distinguish between different sources – compare different versions of the same story.	* Distinguish between different sources – compare and contrast different versions of the same story.	* Compare an aspect of life with the same aspect in another period.	* Compare and contrast an aspect of life with the same aspect in another period.
HISTORICAL ENQUIRY	Research,	* Use directed	* Begin to use the	* Begin to use the	* Use the library	* Use the library	* Use the library

PROGRESSION OF SKILLS	Interpretation and Analysis	booked for research.	library for research.	library and internet for research.	and internet for research. * Ask a variety of questions.	and internet for research with increasing confidence. * Ask a variety of questions and be able to give plausible answers.	and internet for research confidently. * Ask a variety of questions and be able to give plausible answers; giving evidence where necessary.
	Artefacts and Sources	Use a source – observe or handle a range of sources.	* Use a source – observe or handle a range of sources to answer questions about the past on the basis of simple observations.	* Observe small details – artefacts or pictures. * Select and record information relevant to the study.	* 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.	* Begin to identify primary and secondary sources. * Use a range of evidence to build up a picture of a past event. * Select relevant sections of information from sources.	* Identify primary and secondary sources. * Use a range of evidence to build up a picture of a past event and be able to articulate this using key vocabulary. * Select relevant sections of information from sources; being able to

ORGANISATION AND COMMUNICATION PROGRESSION OF SKILLS	Communication	* Communicate their knowledge through: Discussion, Drawing, pictures, Drama/role play, Making models or Writing.	* Communicate their knowledge through: Discussion, Drawing, pictures, Drama/role play, Making models or Writing.	* Communicate their knowledge through: Discussion, Drawing, pictures, Drama/role play, Making models or Writing.	* Communicate their knowledge through: Discussion, Drawing, pictures, Drama/role play, Making models or Writing.	* Communicate their knowledge through: Discussion, Drawing, pictures, Drama/role play, Making models or Writing.	distinguish between reliable and unreliable sources. * Communicate their knowledge through: Discussion, Drawing, pictures, Drama/role play, Making models or Writing.
--	---------------	---	---	---	---	---	---