



Mellers Primary School: History Skills Progression Framework

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none">Sequence events in their lifeSequence 3 or 4 artefacts from distinctly different periods of timeMatch objects to people of different ages	<ul style="list-style-type: none">Sequence artefacts closer together in time: check with reference bookSequence photographs etc from different periods in their livesDescribe memories of key events in lives	<ul style="list-style-type: none">Place the time studies on a time lineUse dates and terms related to the study unit and passing of timeSequence several events or artefacts	<ul style="list-style-type: none">Place events from period studies on a time lineUse terms related to the period and begin to date eventsUnderstand more complex terms eg BCE, CE	<ul style="list-style-type: none">Know and sequence key events from the time studiedUse relevant terms and period labelsMake comparisons between different times in the past	<ul style="list-style-type: none">Place current study on a time line in relation to other studiesUse relevant dates and termsSequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none">Recognise the difference between past and present in their own and others' livesKnow and recount episodes from stories about the past	<ul style="list-style-type: none">Recognise why people did things, why events happened and what happened as a resultIdentify differences between ways of life at different times	<ul style="list-style-type: none">Find out about the every day lives of people in the time studiedCompare with our life todayIdentify reasons for and results of people's actionsUnderstand why people might have wanted to do something	<ul style="list-style-type: none">Use evidence to reconstruct life in time studiedIdentify key features and events of time studiedLook for links and effects in time studiedOffer a reasonable explanation for some events	<ul style="list-style-type: none">Study different aspects of different people - differences between men and womenExamine causes and results of great events and the impact on peopleCompare life in early and late 'times' studiedCompare an aspect of life with the same aspect in another period	<ul style="list-style-type: none">Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelingsCompare beliefs and behaviour with another time studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationKnow key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none">Use stories to encourage children to distinguish between fact and fiction	<ul style="list-style-type: none">Compare 2 versions of a past event	<ul style="list-style-type: none">Identify and give reasons for different ways in which the past is represented	<ul style="list-style-type: none">Look at the evidence available	<ul style="list-style-type: none">Compare accounts of events from different sources – fact or fiction	<ul style="list-style-type: none">Link sources and work out how conclusions were arrived at



	<ul style="list-style-type: none"> Compare adults talking about the past: how reliable are their memories? 	<ul style="list-style-type: none"> Compare pictures or photos of people or events in the past Discuss the reliability of photos/accounts/stories 	<ul style="list-style-type: none"> Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Offer some reasons for different versions of events 	<ul style="list-style-type: none"> 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
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information eg artefacts 	<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 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small detail: 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"> 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 	<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 	<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 Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> Discussion Drawing pictures Drama/role play Making models Writing Using information and communication technology 			<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. 	