

HISTORY SKILLS PROGRESSION: KS1 and KS2



Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Sort artefacts into 'then' and 'now' Ask and answer questions related to different sources and artefacts.	Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources. Ask and answer questions about the past to find out answers.	Use sources of information, including ICT, to find out about events, people and changes. Select and record information relevant to the study, using eLearning for research. Ask and answer different questions.	Use and evaluate sources of information, including ICT, to find out about events, people and changes. Use the relevant material to build up a picture of a past event. Ask and answer a variety of questions.	Begin to identify primary and secondary sources. Select and combine relevant information from different sources. Use the evidence collected to build up a picture of life in the time studied.	Recognise primary and secondary sources. Use, evaluate and link a range of sources to find out about an aspect of the past. Suggest omissions and the means of finding out. Use the knowledge gathered to work out how conclusions were arrived at.
Chronology	Sequence events and artefacts into a chronological order. Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time. Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Sequence several events or artefacts into periods of time. Use dates and vocabulary related to the passing of time to place the time studied onto a timeline.	Place events, people and changes into correct periods of time on a timeline. Use terms related to the period and begin to date events.	Place events, people and changes into correct periods of time. Make comparisons between different times. Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade.	Place current study on a timeline in relation to other studies, to sequence up to 10 events. Use relevant dates and terms related to the passing of time.
Historical knowledge	Use a range of sources to find out about significant people and why	Recognise why people did things and why events happened, developing empathy	Find out about lives of people in the time period studied and compare with our life	Identify key features of people's lives or key features of events.	Study different aspects of life of different people (men and women)	Find out about beliefs, behaviour and characteristics of people, recognising

	they did things in the past.	and understanding.	today. Identify reasons for and results of people's actions.	Look for links and effects in the time period studied and offer reasonable explanations.	Examine causes and results of events, and the impact on people. Compare an aspect of life across early and late times studied.	differences in views and feelings. Compare beliefs and behaviour with another time period studied. Use evidence to support and illustrate an explanation on the causes and effects of a past event.
Historical Interpretation	Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing. Use stories to distinguish between fact and fiction.	Compare photographs of people or events in the past, to identify differences in the ways of life. Identify different ways in which the past is represented.	Recognise similarities and differences between periods of time. Begin to give reasons for and results of the main events and changes.	Identify and describe reasons for and results of historical events, situations and changes in the period studied. Identify different ways in which the past is represented and interpreted.	Identify and describe reasons for and results of historical events, situations and changes within and across different periods. Give reasons for and results of the main changes and events. Show some understanding that aspects of the past have been represented and interpreted in different ways.	Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. Recognise the past is represented and interpreted in different ways, and give reasons for this.