



NSN Progression in History Skills

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Remember and talk about past and present events in my own life</p> <p>Understand and remember significant events in my own life</p>	<p>Sequence events or objects in chronological order</p> <p>Recognise the difference between past and present</p> <p>Answer simple questions to sequence events</p>	<p>Sequence artefacts closer together in time sequence events</p> <p>Sequence photos etc from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Begin to explain thinking behind sequencing events and note connections over time</p>	<p>Place the time studied on a time line and sequence events or artefacts</p> <p>Use dates related to the passing of time</p> <p>Note connections over time</p>	<p>Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BCE/AD</p> <p>Note connections and trends over time</p>	<p>Place current study on time line in relation to other studies</p> <p>Know and sequence key events of time</p> <p>Study and use relevant terms and periods labels</p> <p>Relate current studies to previous studies</p> <p>Make comparisons between different times in history</p>	<p>Place current study on time line in relation to other studies use relevant dates and terms</p> <p>Sequence up to ten events on a time line</p> <p>Establish clear narrative within and across periods and at local/national/world level</p> <p>Start to use their secure sense of chronology to inform wider learning</p>

<p>Range and Depth of Historical Knowledge</p>	<p>Recognise and describe special times and events</p> <p>Talk about reasons why people's lives were different in the past</p>	<p>Begin to describe similarities and differences in artefacts</p> <p>Say why people may have acted the way they did in the past</p> <p>Record basic facts about people/events before living history (including significant individuals)</p>	<p>Find out about people and events in other times</p> <p>Describe the difference between then and now</p> <p>Recount the main events from a significant event in history</p>	<p>Find out about everyday lives of people in time studied compare with our life today. Identify reasons for and results of people's actions</p> <p>Understand why people may have had to do something</p> <p>Study change through the lives of significant individuals</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events and look for links and effects in time studied. Offer a reasonable explanation for some events</p> <p>Compare two settlements of the British Isles</p>	<p>Study different aspects of life of different people – differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Study an ancient civilization in detail</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another period studied</p> <p>Explore cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Compare and contrast ancient civilisations</p>
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<p>Interpretations of History</p>	<p>Show an interest in different occupations and ways of life</p> <p>Show an interest in the lives of people who are familiar to me</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p>	<p>Compare and use pictures or photographs of people or events in the past</p> <p>Identify different ways to represent the past</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness look at representations of the period – museum</p>	<p>Look at the evidence available and begin to evaluate the usefulness and reliability of different sources (explaining their choices)</p> <p>Use of text books and historical knowledge</p>	<p>Compare accounts of events from different sources- fact or fiction offer some reasons for different versions of events</p> <p>Select, organise and use information from more than one source to construct an informed response and/or opinion</p> <p>Evaluate the usefulness and reliability of different sources (explaining their choices)</p> <p>Begin to summarise other people's opinions about the past</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions confident use of the library etc. for research</p> <p>Start to use quote marks when sources for evidence</p> <p>Begin to understand reliability/bias to discern and evaluate arguments and interpretations of the past</p>
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<p>Historical Enquiry</p>	<p>Talk about past and present events in the lives of other family members</p>	<p>Sort artefacts “then” and “now”</p> <p>Use as wide a range of sources as possible</p> <p>Speaking and listening (links to literacy) to ask and answer questions related to different sources and objects</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers</p> <p>Sequence a collection of artefacts</p> <p>Use of time lines</p> <p>Discuss the effectiveness of sources</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures select and record information relevant to the study</p> <p>Begin to use the library, e-learning for research ask and answer questions</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions use the library, e-learning for research</p> <p>Select and use sources to construct their own opinions</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p> <p>Confident use of library, e-learning, research</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathering from several sources together in a fluent account</p>
<p>Organisation and Communication</p>		<p>Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT</p>	<p>Communicate ideas about people, objects or events from the past</p> <p>In speaking, writing, drawing, role-play, story-telling and using ICT</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p> <p>Know the period in which the study is set display findings in a variety of ways work independently and in groups</p>	<p>Fit events into a display sorted by theme time</p> <p>Present findings and communicate knowledge and understanding in difference ways</p>	<p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual investigations</p>