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| **Progression of Historical Skills – Disciplinary Knowledge** |
|  | **Historical Enquiry** | **Chronological Understanding** | **Historical Interpretation** | **Organisation and Communication** |
| Nursery | * Shows interest in the lives of people who are familiar to them
* Ask a question about a historical artefact?

(What is it? What does it do?) | * Remembers and talks about significant events in their own experience.
* Can create a timeline of the sequence of a story. “What happened next?”

*Beginning, middle, end* | * Can identify what is the same and what is different about themselves and their peers’ routines
 | * Recognise and describes special events for family and friends
* Draw a picture, make a model, write, and create role play about a special event that happens or happened in their life.
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| Reception | * Asks and answer questions about sources of evidence relating to their topic

(What is that used for? Why did they do that? Which things are old and new?) | * Talks about past and present events in their own lives and the lives of family members.
* Can create a timeline of their routine when getting ready for school.
 | * They know about similarities and differences between themselves, others, and among families, communities and traditions.
* Identifies similarities and differences of objects and artefacts (old and new)
 | * Sort events or objects into groups

(old and new / then and now)* Orally explain or tell a story (with or without role play) about a significant historical event that has taken place or reoccurs yearly.
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| Year 1 | * Beginning to explain why people in the past acted as they did
* Look at, and use, stories, books, photographs, pictures and artefacts to find out about the past
 | * Can sequence events in their own life on a timeline.
* Order a set of important events from their topic and place it on a timeline.
* Sequence 4 or 5 artefacts from different periods of time.
* Use the words past and now (**present**) when describing an event.
 | * Identify the different ways in which the past is represented.

(Photographs, artefacts, reports) | * Recounts sections of stories and facts from the past (before living memory)
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| Year 2  | * Ask questions and find answers about the past.
* Explain why certain events were considered to be important at the time or how they changed the future.
* Begin to explain what happened as a result of people’s actions in the past.
 | * Recount changes, in sequence, in own life over time.
* Use the words past and present when describing an event
* Sequence significant events, dates or artefacts from periods studied.
 | * Explain the different ways in which the past is represented.
* Compare books, pictures, stories, accounts, photographs, artefacts and buildings.
* Begin to discuss the reliability of photos / accounts and stories.
 | * Explain the main events from a significant moment in history (orally, written).
* Identify the difference between ways of life at different times in the past.
* Use evidence to describe buildings and their uses for people from the past.
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| Year 3 | * Ask and answer simple questions about the past using different sources of evidence.
* Use documents, printed sources the internet, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
 | * Place the events of the time studied on a time line and introduce the terms BC/AD.
* Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
* Use Historical knowledge and learning to sequence artefacts from time periods that are closer together.
 | * Look at representations of the period – museum, cartoons etc
* Explore the idea that there are different accounts of history.
 | * Explain the significance of a particular event and the consequence of it in a piece of writing or in a presentation.
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| Year 4 | * Frame historically valid questions throughout topic.
* Use documents and artefacts (same as y3) to collect evidence about the past and choose which to use to answer questions.
* Ask questions and find answers about the past.
 | * Order significant events and dates on a timeline.
* Describe the main changes in a period in history.
 | * Identify the reasons for contrasting forms of evidence recounts.
* Make a good judgement on what is the most reliable source of evidence and why.
 | * Describe similarities and differences between people, events and artefacts.
* Describe how some of the things I have studied from the past affect/influence life today.
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| **Year 5** | * Make links between some of the features of past societies e.g. democracy
* Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
* Investigate own lines of enquiry by posing questions to answer.
 | * Know and sequence key events of time studied and compare to previous learning (e.g. knowing where events are in relation to each other)
* Independently plot significant events from a particular unit of study on a timeline.
 | * Recognise how interpretations of evidence can vary in opinion due to a number of factors.
* Consider how to check accuracy of differing views.
 | * Describe similarities and differences between some people, events and artefacts studied
* Describe how historical events studied affect/influence life today.
* Write a biography about a significant person research in class.
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| **Year 6** | * Give reasons why changes may have occurred, backed up by evidence.
* Describe how some of the things studied from the past affect/influence life today.
* Make links between some of the features of past societies.
* Choose reliable sources of evidence to answer questions and compare.
 | * Independently draw and plot significant events from a particular unit of study on a timeline.
* Place current study on time line in relation to other studies.

*Time line display*. | * Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history and give reasons why there may be different accounts of history
 | * Describe similarities and differences between people, events and artefacts.
* Create artwork that portrays the significance and impacts of a historical event.
* Write a biography of a significant person.
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