



**History Skills Progression**

	Reception	Year 1/2	Year 3/4	Year 5/6
<b>CHRONOLOGICAL UNDERSTANDING</b>	<p>Pupils should talk about past and present events in their own lives and the lives of family members.</p>	<p>Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p>	<p>Pupils show a developing sense of chronology by realising that the past can be divided into different periods of time.</p> <p>Pupils show their recognition of some of the similarities and differences between these periods and by their use of dates and terms.</p>	<p>Pupils develop a chronologically secure factual knowledge and understanding of aspects of Britain, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils use this knowledge to describe characteristic features of past and present societies and periods, and to identify changes within and across different periods.</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
<b>KNOWLEDGE AND UNDERSTANDING OF EVENTS AND PEOPLE IN THE PAST</b>	<p>Pupils should ask and answer questions about their own past using photographs and other prompts.</p>	<p>Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Pupils should describe some of the main events, people and changes.</p> <p>Pupils should give some reasons for and the consequences of the main events and changes</p>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils use this to describe features of past societies and periods and make links between them.</p>



<p><b>HISTORICAL INTERPRETATIONS</b></p>	<p>Pupils think about how they can find out about the past.</p>	<p>Pupils should identify different ways in which the past is represented.</p>	<p>Pupils should show some understanding that aspects of the past have been represented and interpreted in different ways.</p>	
<p><b>HISTORICAL ENQUIRY</b></p>	<p>Pupils should know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p>	<p>Pupils should understand some of the ways in which we find out about the past.</p> <p>Pupils observe or handle sources of information to answer questions about the past on the basis of simple observations.</p>	<p>Pupils begin to select and combine information from different sources.</p>	<p>Pupils should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.</p> <p>Pupils should begin to evaluate sources of information and identify those that are particularly useful for tasks.</p>
<p><b>ORGANISATION AND COMMUNICATION</b></p>			<p>Pupils begin to produce structured work, making appropriate use of dates and terms.</p>	<p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>