

Inspire Education Trust

History Progression of Skills

National Curriculum Reference for KS1	Chronological Understanding	Knowledge & Understanding of events, people and changes in the past	Historical Interpretation	Historical Enquiry	Organisation and Communication
<h3>Year 1</h3>	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present Describe things that happened to themselves and other people in the past Order a set of events or objects Use a timeline to place important events Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, when my parents/carers were young 	<ul style="list-style-type: none"> Recall some facts about people / events before living memory Say why people may have acted the way they did 	<ul style="list-style-type: none"> Look at books, videos, stories, photographs, pictures and artefacts to find out about the past 	<ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. which things are old and which are new or what were people doing Look at objects from the past and ask questions i.e. what were they used for, and try to answer 	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now) Use timelines to order events or objects Tell stories about the past Talk, write and draw about things from the past
<h3>Year 2</h3>	<ul style="list-style-type: none"> Understand and use the words 'past' and 'present' when telling others about an event Recount changes in my own life over time Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me Use a timeline to place important events 	<ul style="list-style-type: none"> Use information to describe the past Describe the differences between then and now Look at evidence to give and explain reasons why people in the past may have acted in the way they did Recount the main events from a significant event in history 	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, galleries, museums, historical sites and the internet to find out about the past 	<ul style="list-style-type: none"> Identify different ways in which the past is represented Ask questions about the past and use a wide range of information to answer questions 	<ul style="list-style-type: none"> Describe objects, people or events in history Use timelines to order events or objects or to place significant people Communicate ideas about people, objects or events in the past in speaking, writing, drawing, role play, storytelling and using ICT

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History Progression of Skills

National Curriculum Reference for KS2	Chronological Understanding	Knowledge & Understanding of events, people and changes in the past	Historical Interpretation	Historical Enquiry	Organisation and Communication
Year 3	<ul style="list-style-type: none"> Understand that a timeline can be divided into BCE(Before Common Era) and AD (Anno Domini) Use a timeline to place historical events in chronological order Describe dates of and order significant events from the period studied 	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past Use evidence to describe the clothes, way of life and actions of people in the past Use evidence to describe buildings and how they were used by people in the past 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history 	<ul style="list-style-type: none"> Use documents, printed sources e.g. archive materials, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries, and visits to sites, as evidence about the past Ask questions and find answers about the past 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role play, storytelling and using ICT
Year 4	<ul style="list-style-type: none"> Understand that a timeline can be divided into BCE(Before Common Era) and AD (Anno Domini) Order significant events and dates on a timeline Describe the main changes in a period of history 	<ul style="list-style-type: none"> Use evidence to describe what was important to people from the past Use evidence to show how the lives of rich and poor people from the past differed Describe similarities and differences between people, events and artefacts studied Describe how some of the things studied from the past affect/influence life today 	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences Know that people in the past represent events or ideas in a way that persuades others 	<ul style="list-style-type: none"> Use documents, printed sources e.g. archive materials, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries, and visits to sites, as evidence about the past Ask questions and find answers about the past 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role play, storytelling and using ICT
Year 5	<ul style="list-style-type: none"> Understand that a timeline can be divided into BCE(Before Common Era) and AD (Anno Domini) Order significant events, movements and dates on a timeline Describe the main changes in a period of history 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past Give own reasons why changes may have occurred justified with evidence Describe similarities and difference between some 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or mis-information and that this affects interpretations of history Give reasons why there may be different accounts of history 	<ul style="list-style-type: none"> Use documents, printed sources e.g. archive materials, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries, and visits to sites, to collect evidence about the past 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role play, storytelling and using ICT Plan and present a self-directed project or research about the studied period

		<p>people, events and artefacts studied</p> <ul style="list-style-type: none"> Describe how historical events studied affect/influence life today Make links between some of the features of past societies e.g. religion, houses, society, technology 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms 	<ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions, realising that there is not a single answer to historical questions Investigate own lines of enquiry by posing questions to answer 	
Year 6	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline Identify and compare changes within and across different periods Understand how some historical events occurred concurrently in different locations 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past Give own reasons why changes may have occurred justified with evidence Describe similarities and difference between some people, events and artefacts studied Describe how some of the things studied from the past affect/influence life today Make links between some of the features of past societies e.g. religion, houses, society, technology 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms Know that people in the past have a point of view and that this can affect interpretation Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past 	<ul style="list-style-type: none"> Use documents, printed sources e.g. archive materials, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries, and visits to sites, to collect evidence about the past Choose reliable sources of evidence to answer questions, realising that there is not a single answer to historical questions Investigate own lines of enquiry by posing questions to answer 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role play, storytelling and using ICT Plan and present a self-directed project or research about the studied period