



History Skills Progression

St Nicholas Primary Academy

Year 1

- Sequence events in their life
- Sequence ¼ artefacts from distinctly different periods of time
- Match objects to people of different ages
- Recognise the difference between past and present in their own and other's lives
- Know and recount episodes from stories from the past
- Use stories to encourage children to distinguish between fact and fiction
- Compare adults talking about the past – how reliable are their memories
- Find answers to simple questions about the past from sources of information eg. Artefacts

Year 2

- Sequence artefacts closer together in time
- Sequence photographs etc. from different periods of their life
- Describe memories of key events in lives
- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times
- Compare 2 versions of a past event
- Compare pictures of photographs of people or events in the past
- Discuss reliability of photos/accounts/stories
- Use a source – observe or handle sources to answer questions about the on the basis of simple observations

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Year 3

- Place the time studied on a timeline
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefacts
- Find out about every day lives of people in time studied
- Compare with our life today
- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources – compare different versions of the same story
- Look at representations of the period – museum/cartoons
- Use a range of sources to find out about a period
- Observe small details – artefacts/pictures
- Select and record information relevant to study
- Begin to use the library and internet to research

Year 4

- Place events from period studied on a time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg. BC, AD
- Use evidence to reconstruct life in time studied
- Identify key features an events of time studied
- Look for links and effects in time studied
- Offer reasonable explanation for some events
- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet research

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Year 5

- Know and sequence key events of time studied
- Use relevant terms and period labels
- Make comparisons between different times in the past
- Study different aspects of different people – differences between men and women
- Examine causes and results of great events and the impact on people
- Compare life in early and late of times studied
- Compare an aspect of life with the same aspect in another period
- Compare accounts of events from different sources – fact or fiction
- Offer some reasons for different versions of events
- Begin to identify primary and secondary sources of information
- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence

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Year 6

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Compare beliefs and behaviour with another time period
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events in time period studied
- Links sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and the internet to research
- Recognise primary and secondary sources of information
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account
- Select and organise information to produce structured work, making appropriate use of dates and terms.