

## History Progression of Skills and Knowledge

	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Place the time studied on a time line.</li> <li>Use dates and terms related to the study unit and passing of time.</li> <li>Sequence several events of artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on a time line.</li> <li>Use terms related to the period and begin to date events.</li> <li>Understand more complex terms e.g. BC/AD.</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied.</li> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies.</li> <li>Use relevant dates and terms.</li> <li>Sequence up to 10 events on a time line.</li> </ul>
<b>Range and depth of historical knowledge</b>	<p><b>Stone Age, Bronze Age and the History of Ashfield</b></p> <ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied.</li> <li>Compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have wanted to do something.</li> </ul>	<p><b>Iron Age and Celts, Romans, Anglo-Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied.</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in time studied.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<p><b>The Greeks and The Egyptians</b></p> <ul style="list-style-type: none"> <li>Study different aspects of different people – differences between men and women.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare life in early and late 'times' studied.</li> <li>Compare an aspect of life with the same aspect in another period.</li> </ul>	<p><b>World War I and World War II,</b></p> <ul style="list-style-type: none"> <li>Find out about behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare behaviour with another time studied.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied.</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented.</li> <li>Distinguish between different sources - compare versions of the same story.</li> <li>Look at representations of the period – for example, Chiltern Open Air Museum.</li> </ul>	<ul style="list-style-type: none"> <li>Look at evidence available.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use textbooks and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact and fiction.</li> <li>Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were reached.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confidently use the library and internet for research.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> </ul>

	<ul style="list-style-type: none"> <li>• Observe small details – artefacts, pictures.</li> <li>• Select and record information relevant to the study.</li> <li>• Begin to use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose relevant material to present a picture of one aspect of life in a time past.</li> <li>• Ask a variety of questions.</li> <li>• Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event.</li> <li>• Select relevant sections of information.</li> <li>• Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about an aspect of time past.</li> <li>• Suggest omissions (women in history/black history) and the means of finding out.</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through:</li> <li>• Discussion, drawing pictures, drama/role play, making models, writing and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information.</li> <li>• Communicate their knowledge and understanding.</li> </ul>		<ul style="list-style-type: none"> <li>• Select and organise information to produce structured work making appropriate use of dates and terms.</li> </ul>