

## History Skills

Chronological Understanding	Range and depth of historical knowledge
	
<p>Developing pupils' 'mental timeline'</p> <p>By considering chronological knowledge, pupils will better make connections between places or times in the past.</p> <p><i>(sequencing and placing events in time. Using timelines. Children to make connections between local / national and international history)</i></p>	<p>Pupils learn about a range of historical periods, fields, places and the <b>characteristics and features of societies studied</b>.</p> <p>Pupils will consider the diversity of people, groups and experiences, whilst understanding the <b>Historical significance</b> of events studied.</p> <p><i>(increasing knowledge and understanding of events in the past. Continuity and change)</i></p>
Interpreting history	Historical enquiry
	
<p>How historians construct historical claims, arguments and accounts.</p> <p>Cause Consequence Change and continuity Similarity and difference Historical significance</p> <p>Sources and evidence Historical interpretations</p> <p><i>(using a range of primary and secondary sources to evaluate evidence. Cause and consequences)</i></p>	<p>How historians investigate the past, and how they construct historical claims, arguments and accounts</p> <p><i>(to ask and answer relevant questions to learn about the past)</i></p>
Organisation and communication	
<p><i>(to present and explain historical knowledge and understanding in a meaningful and clear way)</i></p>	

## History Progression of Skills at Tannery Drift First School

Skill	Early Years	Year 1	Year 2	Year 3	Year 4
<b>Chronological Understanding</b>  	Use everyday language related to time ( <i>now, next, today, tomorrow, yesterday</i> )	Use words and phrases related to time ( <i>old, new, young, days, months</i> )	Use additional vocabulary to discuss the past ( <i>before, now, after, later, past, present</i> )	Use additional vocabulary (century, decade, prehistory, AD and BC)	Use additional terms related to period of study (understand more complex term BCE)
	Order and sequence familiar events	Sequence events in their life  Sequence 3 or 4 artefacts from distinctly different time periods	Sequence artefacts from closer time periods (begin to check accuracy with reference books/ICT)	Use timelines to sequence and place time periods studied in chronological order. (check accuracy with reference)  Sequence several events or artefacts	Place individual events studied on a timeline and begin to date events
	Talk about past and present events in their own lives and that of family members	Talk about personal memories	Describe memories of key events in their lives		
<b>Range and Depth of Historical Knowledge</b>  	Be curious about people and show interest in stories	Recognise the difference between past and present in their own and other's lives	Recognise why people did things, why events happened and what happened as a result. (Causes and consequences)	Find out about everyday lives of people in time studied	Use evidence to identify and reconstruct key features of life in time period studied
	Recognise and describe special time or events for family or friends	Know and recount episodes from stories about the past	Recount main events from a significant time in history	Use evidence to describe the past and compare with our life today	Look for links and effects in time studied. Offer a reasonable explanation for some events
	Recognise similarities and differences between themselves and others	Begin to describe similarities and differences in artefacts	Identify differences between ways of life at different times and similarities and differences in artefact collections	Begin to identify reasons for and results of people's actions and understand why people may have wanted to do something	Describe how some past events/people affect life today

Skill	Early Years	Year 1	Year 2	Year 3	Year 4	
<b>Interpreting History</b>  	Develop understanding of growth and deterioration over time (changes over time)	Use stories to encourage children to distinguish between fact and fiction	Compare 2 versions of a past event including comparing pictures or photographs of people/ events in the past	Identify and give reasons for different ways in which the past is represented. Identify differences between two accounts	Look at the evidence available and begin to evaluate the usefulness of different sources	
		Begin to identify details of the past from sources including comparing adults talking about the past – how reliable are their memories?	Discuss reliability of photos/ accounts/stories. Begin to understand that the same event can be seen in different ways	Distinguish between different sources – compare different versions of the same past event	Give reasons/explanations as to why there may be different accounts of historical events	
		Begin to understand how we know about the past through a variety of sources. (photos, websites, adults talking)	Able to identify different sources that represent the past	Look at different representations of the period and compare– (museum, cartoons, photos etc)	Use a range of sources including text books and their own growing historical knowledge	
<b>Historical Enquiry</b> 	Be curious about people and show interest in stories and events	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	Use a range of sources – observe or handle sources to answer questions about the past. (begin to understand primary and secondary sources)	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. Identify a range of primary and secondary sources	
		Ask how and why questions in response to stories/events	Ask questions related to objects and historical sources	Ask why, what, who, how, where questions	Ask and answer questions such as How did people... What did people do for...	Ask a variety of questions such as: What was it like for/during...
				Begin to assess effectiveness of sources	Begin to deduce from a source and discuss the reliability of the source	Use and suggest sources as evidence for a statement and to build up a picture of past events
<b>Organisation &amp; Communication</b>  <i>Communicate your knowledge through...</i>	Discussion / drawing pictures / drama/ role play / making models / writing / using ICT		Discussion / debate / drawing pictures / drama / role play / making models / writing / using ICT	Build on KS1 methods and begin to recall, select and organise relevant historical information.  Communicate knowledge and understanding of a topic in a variety of ways.		