**Glenfall Progression of History Skills for Y1 –Y6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3 & Year 4** | **Year 5 & Year 6** |
| **Topics and themes studies** | **Toy Box****King Arthur****Marie Curie/Neil Armstrong** | **Great Fire of London****Queen Victoria****Guy Fawkes****Remembrance Day** | **Stone age****Romanisation of Britain****Aztecs and Mayans****Ancient Greeks** | **Ancient Egyptians****Invaders- Anglo Saxons, Scots, Vikings****WW2****Tudor Tewkesbury** |
| **Chronological understanding** | Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages  | Sequence artefacts closer together in time - check with reference bookSequence photographs etc. from different periods of their life  Describe memories of key events in lives  | Place the time studied on a time line Use dates and terms related to the study unit and passing of time and begin to date events Sequence several events or artefacts Understand more complex terms eg BC/AD  |  Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time lineMake comparisons between different times in the past |
| **Range and depth of historical knowledge** | Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past  | Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times  | Find out about everyday lives of people in time studied Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some eventsCompare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something   |  Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Examine causes and results of great events and the impact on people Compare beliefs and behaviour with another time studied 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 of time studied |
| **Interpretations of history** | Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?  |  Compare 2 versions of a past event  Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories  | Look at the evidence available Begin to evaluate the usefulness of different sources Identify and give reasons for different ways in which the past is represented Use text books and historical knowledge Look at representations of the period – museum, cartoons etc |  Link sources and work out how conclusions were arrived atConsider ways of checking the accuracy of interpretations – fact or fiction and opinionBe aware that different evidence will lead to different conclusions Confidently use the library and internet for research  |
| **Historical enquiry** | Find answers to simple questions about the past from sources of information e.g. artefacts, photos  | Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.  | 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  Select and record information relevant to the study Ask a variety of questions Use the library and internet for research  | Recognise primary and secondary sources 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  |
| **Organisation and communication** | Communicate their knowledge through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT | Recall, select and organise historical information Communicate their knowledge and understanding | Select and organise information to produce structured work, making appropriate use of dates and terms. |