



Curriculum map - progression in skills - History

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HISTORY	Chronology	Sequence events or objects in chronological order CA Continuous through year CB Continuous through year	Sequence artefacts closer together in time CA Continuous through year CB Continuous through year Sequence events CA Continuous through year CB Continuous through year Sequence photos etc from different periods of their life CA Continuous through year CB Continuous through year Describe memories of key events in lives CA T2, T3, T4, T5, T6 CB T2, T5	Place the time studied on a time line CA T5, T6 CB T1, T3, T4, T6 Sequence events or artefacts CA T2, T5, T6 CB T1, T6 Use dates related to the passing of time CA Continuous through year CB Continuous through year	Place events from a period studied on a time line CA T5, T6 CB T1, T3, T4, T6 Use terms related to the period and begin to date events CA T5, T6 CB T1, T6 Understand more complex terms e.g. BCE/AD CA T2, T5, CB T1, T6	Place current study on time line in relation to other studies CA T1, T2, T3/4, T6 CB T2, T3/4, T5, T6 Know and sequence key events of time studied CA T1, T2, T3, T6 CB T2, T3/4, T5, T6 Use relevant terms and period labels CA Continuous through year CB Continuous through year Relate current studies to previous studies CA T1, T2, T3, CB T5 T6 Make comparisons between different times in history CA T1, T2, T3/4, t6 CB T2, T5, T6	Place current study on time line in relation to other studies CA T1, T2, T3/4, T6 CB T2, T3/4, T5, T6 Use relevant dates and terms CA Continuous through year CB Continuous through year Sequence up to ten events on a time line CA Continuous through year CB Continuous through year

	<p>Range and depth of historical knowledge</p>	<p>Begin to describe similarities and differences in artefacts CA T1, T6 CB T1, T2, T5</p> <p>Drama - why people did things in the past CA Continuous through year CB Continuous through year</p> <p>Use a range of sources to find out characteristic features of the past CA T2, T3/4, T5, T6 CB T1, T2, T5</p>	<p>Find out about people and events in other times CA T2, T3/4, T5, T6 CB T1, T2, T5</p> <p>collections of artefacts - confidently describe similarities and differences CA T5, T6 CB T1, T2, T5</p> <p>Drama - develop empathy and understanding (hot seating, speaking and listening) CA Continuous through year CB Continuous through year</p>	<p>Find out about everyday lives of people in time studied CA T1, T3/4, T5 CB T1, T3/4, T6</p> <p>Compare with our life today CA T1, T5, T6 CB T1, T3/4, T6</p> <p>Identify reasons for and results of people's actions CA T1, T5, T6 CB T1, T6 Understand why people may have had to do something CA T1, T5, T6 CB T1, T6</p> <p>Study change through the lives of significant individuals CA T5, T6 CB T1 T6</p>	<p>Use evidence to reconstruct life in time studied CA T1, T3/4, T5 CB T1, T3/4, T6</p> <p>Identify key features and events CA T1, T2, T5, T6 CB T1, T3/4, T5, T6</p> <p>Look for links and effects in time studied CA T1, T5, T6 CB T1, T3/4, T6</p> <p>Offer a reasonable explanation for some events CA T1, T3/4, T5, T6 CB T1, T3/4, T6</p> <p>Develop a broad understanding of older civilisations CA T5 CB T1, T6</p> <p>Study change through the lives of significant individuals CA T5, T6 CB T1, T6</p>	<p>Study different aspects of life of different people - differences between men and women CA T2, T3/4, T6 CB T2, T6</p> <p>Examine causes and results of great events and the impact on people CA T2, T3, T6 CB T2, T6</p> <p>Compare life in early and late times studied CA T1, T2, T3, T6 CB T2, T6</p> <p>Compare an aspect of life with the same aspect in another period CA T2, T3, T6 CB, T2, T6</p> <p>Study an ancient civilization in detail (e.g. Greeks and Stone Age) CA T2 CB T6</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings CA T2, T3, T6 CB T2, T3/4, T6</p> <p>Compare beliefs and behaviour with another period studied CA T2, T3, T6 CB T2, T6</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation CA T1, T2, T6 CB T2, T3</p> <p>Know key dates, characters and events of time studied CA Continuous through year CB Continuous through year</p>
	<p>Interpretations of history</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) CA Continuous through year CB Continuous through year</p>	<p>Compare pictures or photographs of people or events in the past CA T1, T2, T3/4, T5, T6 CB T2, T3/4, T5</p> <p>Able to identify different ways to represent the past CA Continuous through year CB Continuous through year</p>	<p>Identify and give reasons for different ways in which the past is represented CA T2, T3/4, T5, T6 CB T1, T6</p> <p>Distinguish between different sources and evaluate their usefulness CA Continuous through year CB Continuous through year</p> <p>Look at representations of the period - museum, paintings, etc. CA T1, T5, T6 CB T1, T3/4, T5, T6</p>	<p>Develop the evaluation and the usefulness of different sources CA Continuous through the year CB Continuous through the year</p> <p>Use of text books and historical knowledge CA T1, T5 CB T1, T5, T6</p>	<p>Compare accounts of events from different sources. Fact or fiction CA T1, T3/4, T6 CB T2, T3/4</p> <p>Offer some reasons for different versions of events CA T1, T2, T6 CB T2, T3/4</p>	<p>Link sources and work out how conclusions were arrived at CA T1, T2, T6 CB T2, T3/4, T6</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion CA Continuous through year CB Continuous through year</p> <p>Be aware that different evidence will lead to different conclusions CA Continuous through year CB Continuous through year</p> <p>Confident use of the library etc. for research CA Continuous through year CB Continuous through year</p>

	<p>Historical enquiry</p>	<p>Sort artefacts “then” and “now” CA T2, T3/4, T5, T6 CB T1, T2, T5</p> <p>Use as wide a range of sources as possible CA Continuous through year CB Continuous through year</p> <p>Speaking and listening (links to literacy) CA Continuous through year CB Continuous through year</p> <p>To ask and answer questions related to different sources and objects CA Continuous through year CB Continuous through year</p>	<p>Use a source - why, what, who, how, where to ask questions and find answers CA Continuous through year CB Continuous through year</p> <p>Sequence a collection of artefacts CA T2, T5, T6 CB T1, T2, T5</p> <p>Use of time lines CA Continuous through the year CB T1, T2, T3/4, T5</p> <p>Discuss the effectiveness of sources CA Continuous through year CB Continuous through year</p>	<p>Use a range of sources to find out about a period CA Continuous through year CB Continuous through year</p> <p>Observe small details - artefacts, pictures CA Continuous through year CB Continuous through year</p> <p>Select and record information relevant to the study CA Continuous through year CB Continuous through year</p> <p>Begin to use the library, e-learning for research CA Continuous through year CB Continuous through year</p> <p>Ask and answer questions CA Continuous through year CB Continuous through year</p>	<p>Use evidence to build up a picture of a past event CA Continuous through year CB Continuous through year</p> <p>Choose relevant material to present a picture of one aspect of life in time past CA Continuous through year CB Continuous through the year</p> <p>Ask a variety of questions CA Continuous through year CB Continuous through year</p> <p>Use the library, e-learning for research CA Continuous through year CB Continuous through year</p>	<p>Begin to identify primary and secondary sources CA T2, T3/4, T6 CB T2, T3/4, T5, T6</p> <p>Use evidence to build up a picture of life in time studied CA T1, T2, T3/4, T6 CB T2, T3/4, T5, T6</p> <p>Select relevant sections of information CA Continuous through year CB Continuous through year</p> <p>Confident use of library, e-learning, research CA Continuous through year CB Continuous through year</p>	<p>Recognise primary and secondary sources CA T2, T3/4, T6 CB T2, T3/4, T5, T6</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out CA T1, T2, T3/4, T6 CB T2, T3/4, T5, T6</p> <p>Bring knowledge gathering from several sources together in a fluent account CA Continuous through year CB Continuous through year</p>
	<p>Organisation and communication</p>	<p>Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, using ICT CA Continuous through year CB Continuous through year</p>		<p>Recall, select and organise historical information CA Continuous through year CB Continuous through year</p> <p>Communicate their knowledge and understanding CA Continuous through year CB Continuous through year</p>		<p>Select and organise information to produce structured work, making appropriate use of dates and terms for individual investigations. CA Continuous through year CB Continuous through year</p>	