



## History Skills Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask perceptive questions	<p>Show an interest in the past.</p> <p>Begin to ask questions about artefacts, suggesting what they might be for.</p>	<p>Show an interest in the past.</p> <p>Begin to ask questions about artefacts, suggesting what they might be for.</p>	<p>Ask questions.</p> <p>Think how I might find out answers.</p> <p>Begin to develop skills to study history by hypothesising, questioning and investigating.</p>	<p>Ask questions.</p> <p>Think how I might find out answers.</p> <p>Begin to develop skills to study history by hypothesising, questioning and investigating.</p>	<p>Answer and devise my own historically valid questions.</p>	<p>Answer and devise my own historically valid questions.</p>	<p>Answer and devise my own historically valid questions.</p> <p>Devise questions about change, cause, similarity, difference and significance of people or events in a wider context.</p>	<p>Answer and devise my own historically valid questions.</p> <p>Devise questions about change, cause, similarity, difference and significance of people or events in a wider context.</p>
Develop Perspective and Judgement	<p>Begin to draw on their own experiences to share their ideas about events and peoples' lives</p>	<p>Begin to draw on their own experiences to share their ideas about events and peoples' lives</p>	<p>Choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.</p>	<p>Choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.</p>	<p>Offer some reasons for different versions of events.</p> <p>Compare accounts of events from different sources.</p>	<p>Offer some reasons for different versions of events.</p> <p>Compare accounts of events from different sources.</p>	<p>Link sources and work out how conclusions were arrived at.</p>	<p>Link sources and work out how conclusions were arrived at.</p>
Make connections	<p>Begin to compare and contrast historical figures and extracts from non-fiction texts.</p>	<p>Begin to compare and contrast historical figures and extracts from non-fiction texts.</p>	<p>Identify similarities and differences between ways of life at different times</p>	<p>Identify similarities and differences between ways of life at different times</p>	<p>Make connections / contrasts eg: change, cause, similarity, difference and significance between different times in the periods covered so far</p>	<p>Make connections / contrasts eg: change, cause, similarity, difference and significance between different times in the periods covered so far</p>	<p>Discuss trends over time/ make links between events/changes/see the relationship between different periods and the legacy or impact on me and my life.</p>	<p>Discuss trends over time/ make links between events/changes/see the relationship between different periods and the legacy or impact on me and my life.</p>

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Weigh evidence	<p>Begin to make accurate comparisons between historical figures and objects.</p>	<p>Begin to make accurate comparisons between historical figures and objects.</p>	<p>Understand the importance of basing my ideas on evidence.</p>	<p>Understand the importance of basing my ideas on evidence.</p>	<p>Construct informed responses by thoughtfully selecting and organising relevant historical information.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Construct informed responses by thoughtfully selecting and organising relevant historical information.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>Know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Consider ways of checking the accuracy of interpretations – fact, fiction, opinion.</p> <p>Aware that different evidence will lead to different conclusions.</p>	<p>Evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>Know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Consider ways of checking the accuracy of interpretations – fact, fiction, opinion.</p> <p>Aware that different evidence will lead to different conclusions.</p> <p>Judge the value of sources and identify those that are useful for answering a question.</p> <p>Identify/make detailed use of sources of information to help me reach and support a conclusion.</p>

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<b>Analysis and use of sources</b>	<p>Find answers to simple questions from texts or pictures.</p> <p>Look at or touch objects from the past and comment on its appearance</p>	<p>Find answers to simple questions from texts or pictures.</p> <p>Look at or touch objects from the past and comment on its appearance</p>	<p>Analyse artefacts</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Tell you a few ways the past has been presented or described.</p> <p>Develop an awareness of the past and can comment on what or how I found things out.</p>	<p>Analyse artefacts</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Tell you a few ways the past has been presented or described.</p> <p>Develop an awareness of the past and can comment on what or how I found things out.</p>	<p>Use one or more sources of information to help me answer questions about the past in sentences.</p> <p>Begin to identify primary and secondary sources.</p> <p>Distinguish between different sources – compare different versions of the same story.</p>	<p>Use one or more sources of information to help me answer questions about the past in sentences.</p> <p>Begin to identify primary and secondary sources.</p> <p>Distinguish between different sources – compare different versions of the same story.</p>	<p>Make perceptive deductions about the reliability of sources.</p> <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p>	<p>Make perceptive deductions about the reliability of sources.</p> <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p>