



Burnside Primary School
History Skills Progression



| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|--|---|--|--|
| Chronological Understanding | Place three simple life events in order of time | Sequence more than three life events Match objects to people from different periods in history | Sequence artefacts and events within and beyond living memory on a timeline. Match a series of objects chronologically close in time | Sequence events within and beyond a time period on a timeline with support Sequence events, sources and artefacts | Sequence events within and beyond a time period on a timeline with support Sequence events, sources and artefacts within and beyond the period studied | Place the time studied on a timeline of significant periods independently Sequence key events, sources and artefacts within and beyond the period studied and make comparisons | Place the time studied on a timeline of significant periods independently Sequence key events, sources and artefacts within and beyond the period studied and draw conclusions |
| Range and depth of historical knowledge | Listen to stories from the past | Recognise the difference between past and present in their own lives and the lives of others Know some of the main people and events studied in a topic Understand that historical events impact upon the modern world | Identify similarities and differences between events and people in the past and modern day comparisons Recognise why people did things, why events happened and what happened as a result | Compare the life of people in the past with modern day Identify reasons for actions | Look for links and effects of events and actions in a given period of history Explain why particular events in history occurred Identify how historical actions impact upon our lives today | Compare different perspectives in a specific time period eg. Men and women, soldiers and civilians Examine causes and results of events within and beyond the time period Compare aspects of history in different time periods | Find out about beliefs, behaviour and characteristics of people, recognising similarities and differences Evaluate how events in history have shaped our modern world Compare similar significant events/people/inventions over time |



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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretations of history</p> | <p>Recall the key parts of a historical event or story</p> | <p>Understand the difference between facts and fictional information</p> <p>Discuss the reliability of accounts about the past</p> | <p>Compare two sources from the same event</p> <p>Compare the reliability of memories, sources and photographs</p> | <p>Identify and give reasons for the different ways the past is represented</p> <p>Compare and evaluate different sources</p> | <p>Compare sources</p> <p>Draw conclusions about a historical event based on sources</p> | <p>Compare sources critically</p> <p>Draw conclusions about a historical event based on sources from different points of view</p> | <p>Compare sources critically and compare their validity</p> <p>Draw conclusions about a historical event based on sources from different points of view within the time period and beyond</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p> | <p>Explore artefacts</p> | <p>Find answers to simple questions about the past using information and sources</p> <p>Observe and handle artefacts and use these to answer questions</p> | <p>Ask and find answers to simple questions about the past using information and sources</p> | <p>Select and record information relevant to the study</p> <p>Choose relevant information to answer a key question with support</p> | <p>Choose relevant information to answer a key question</p> | <p>Begin to identify primary and secondary sources</p> <p>Select relevant information to answer an open ended question about a significant event in history</p> | <p>Use primary and secondary sources appropriately</p> <p>Select relevant information to give a broad and balanced view of a significant event in history</p> |