

## BBC and OPS History Skills Progression YR-Y6

In order to support teachers with the planning and delivery of their lessons, we have produced this document to show-case how history is taught in our schools. It shows how we intend to cover all the relevant history knowledge and skills across our schools, thus developing the children's understanding of history. The context of the lessons is at the teacher's discretion and attempts are made to link learning with the current class topic.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological understanding</b>	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods. Match objects to people of different age.	Sequence artefacts closer together in time - check with reference book. Sequence 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. Sequence several events or artefacts.	Place events from period studied on a time line. Use terms related to the period and begin to date events. Understand more complex terms, eg, BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on a time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.
<b>Range and depth of historical knowledge</b>	the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters	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 every-day lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.	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	Study different aspects of different people - differences between classes, gender, etc. Examine causes and results of great events and the impact on people.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied.

	<p>and events encountered in books read in class and storytelling. Begin to organise events using basic chronology, recognising that things happened before they were born.</p>				<p>explanation for some events.</p>	<p>Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period.</p>	<p>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.</p>
<p><b>Interpretations of history</b></p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past - how reliable are their memories?</p>	<p>Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.</p>	<p>Identify and give reasons for different ways in which the past is represented. Distinguish between different sources - compare different versions of the same story. Look at representations of the period - museum, cartoons etc.</p>	<p>Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.</p>	<p>Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and</p>

							internet for research.
<b>Historical enquiry</b>	Comment on images of familiar situations in the past. Name and describe people who are familiar to them.	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 to find out about a period. Observe small details - artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.	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. Ask a variety of questions. Use the library and internet for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.	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.
<b>Organisation and communication</b>	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.