



## History Skills

	R	Y1	Y2	Y3	Y4	Y5	Y6
Chronological understanding	<p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>To put up to 3 objects in chronological order.</p> <p>To use words and phrases related to the passing of time.</p> <p>To understand their own chronology from when they were born.</p>	<p>To sequence a set of events in chronological order and give reasons for their order.</p> <p>To use the words past and present accurately.</p> <p>To use a range of appropriate words and phrases to describe the past.</p> <p>To look at similarities and differences between different periods of time.</p>	<p>To show awareness that the past can be divided into different historical periods.</p> <p>To use the terms BC, AD, decade, ancient and century.</p> <p>To use a timeline within a specific time in history.</p> <p>To begin to use mathematical knowledge to work out how long ago things happened.</p>	<p>To increasingly recognise that the past can be divided into different periods of time.</p> <p>To place periods of history on a timeline showing periods of time.</p> <p>To use mathematical skills to round up time differences into centuries and decades.</p>	<p>To use dates and historical language in their work.</p> <p>To place features of historical events and people from past societies and periods in a chronological timeline.</p> <p>To use mathematical skills to work out time scales and differences as need be.</p>	<p>To understand chronology, and sequence British, local and world history using appropriate terms related to the passing of time.</p> <p>To say where a period of history fits on a timeline.</p> <p>To place a specific event on a timeline by decade.</p>
Historical enquiry skills		<p>To ask and answer questions about old and new objects.</p> <p>To spot old and new things in a picture.</p> <p>To answer questions using an artefact/photograph.</p> <p>To give a plausible explanation about what an object was used for in the past.</p>	<p>To find out something about the past by talking to an older person.</p> <p>To answer questions by using a specific source, such as an information book.</p> <p>To observe or handle sources to answer a question by making simple observations.</p>	<p>To recognise the part archaeologists have had in helping us to understand the past.</p> <p>To use various sources of evidence to answer questions.</p> <p>To observe small details on artefacts or pictures.</p>	<p>To ask a variety of questions.</p> <p>To research two versions of an event and see how they differ.</p>	<p>To use sources to help answer questions.</p> <p>To appreciate how historical artefacts have helped us understand more about lives in the past.</p>	<p>To begin to identify primary and secondary sources.</p> <p>To describe a key event from Britain's past using a range of evidence from different sources.</p>
Historical Interpretation		<p>To use stories to encourage children to discriminate between fact and fiction.</p>	<p>To compare two versions of a past event.</p> <p>Discuss reliability of photos/accounts/stories.</p>	<p>To identify and give reasons for different ways in which the past is represented.</p> <p>To appreciate how items found belonging to the past help us to build up an accurate picture of how people lived in the past.</p>	<p>To compare different versions of the same story.</p> <p>To give more than one reason to support an historical argument.</p>	<p>To begin to evaluate the usefulness of different sources.</p> <p>To offer reasons for different versions of events.</p>	<p>To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>To identify and explain their understanding of propaganda.</p>



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Continuity and change		<p>To look closely at similarities and differences.</p> <p>To develop an understanding of change over time.</p>	To identify similarities and differences between ways of life at different times.	To compare different time periods with our life today.	To identify key features and events of the time studied.	To make comparisons between periods; explaining things that have changed and things that have stayed the same.	To describe/make links between main events, situations and changes within and across periods.
Cause and Consequence		To question why things happen and give a reason.	To recognise why people did things, why events happened and what happened as a result.	To understand why people may have wanted to do something.	<p>To explain how events from the past have shaped our lives.</p> <p>To begin to appreciate why Britain would have been an important country to have invaded and conquered?</p>	<p>To explain the cause and consequence of events from the past.</p> <p>To summarise what Britain may have learnt from other countries or civilisations.</p>	To describe and give reasons for and results of historical events, situations and changes.
Similarity and difference within a period/situation (diversity)	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	To make simple observations of different types of people and events.	To make simple observations of different types of people, events and beliefs within a society.	<p>To find out about everyday lives of different people in the time studied.</p> <p>To recognise that the lives of wealthy people were very different to poor people.</p>	To describe social and cultural diversity in Britain in the periods studied.	<p>To describe social, cultural, religious and ethnic diversity in Britain and the wider world in the periods studied.</p> <p>To compare the differences between men and women in history.</p>	<p>To describe social, cultural, religious and ethnic diversity in Britain and the wider world in the periods studied.</p> <p>To realise that wealthy people would have had a very different way of living which would impact on their health and education.</p>

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Significance of events/people	<p>To talk about the lives of the people around them and their roles in society.</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>To appreciate that some famous people have helped our lives be better today.</p> <p>To understand that we have a Queen who rules us and that Britain has had a King or Queen for many years.</p> <p>To recognise we have certain events, such as Armistice Day, because of what happened many years ago.</p>	<p>To talk about who was important in a simple historical account.</p>	<p>To identify historically significant people.</p>	<p>To identify and describe historically significant people/events.</p>	<p>To explain the significance of historical people and events.</p>	<p>To explain the significance of historical people and events.</p>