

History Skills by Year group

	R	1	2	3	4	5	6
Demonstrating understanding of Chronology	Order events in everyday life eg: getting ready for school/the school day	Show events on simple class timeline with known events eg: dinosaurs extinction/ man on the moon -Ordering of decades of living memory -relatives	Continue to build up timeline AD/BC BCE/CE -Begin placing historical events on timeline beyond living memory -Teacher led and events pegged on to visual class number line	Introduction of pre-history BC/AD BCE/CE reiterated Explain whether key events are BCE or ACE	Ordering given events/dates on class timelines and beginning to create own timelines Recall key historical periods and their place in history	Layering events- explaining when events in history overlap and explaining where this happens. Recall key dates in history	Creating independent timelines/chronologies on chosen topics of interest Layer timelines of interest alongside other world events Be confident in ordering historical periods and key dates from history such as the WWII and Battle of Hastings
Understanding and interaction with historical sources	Sort old and new objects and images	Use teacher as a source. Read information in simple secondary sources. Listen to parents/grandparents memories as primary sources.	Teacher providing pictorial sources for children to analyse for information and clues.	Written and visual sources- asking questions from sources. Understanding the difference between primary and secondary sources.	Primary and secondary sources used for research purposes- what do we find out from the sources? Are they reliable?	Analyse primary and secondary sources for reliability.	Select and evaluate reliable sources before using for independent research.
Research/enquiry skills	What is from the past? What is from the present? Sorting	Information is given for children to find simple facts.	Drawing information from pictures/ photographs and painting with teacher drawing attention to details and asking the questions.	Looking at sources both written and pictorial. Understanding the difference between primary and secondary sources and using them to ask historical questions.	Taking notes from secondary sources chosen by the teacher. Topic and sources chosen by teacher.	Independently selecting primary and secondary sources to form opinions and provide evidence for viewpoints of historical events.	Evaluating the reliability of sources before selecting for research. Independent choice of topic and sources. Developing an historical argument based on research.
Historical processing skills	order Recognise old and new Sort old and new	Order Identify Observe Describe	Classify Sequence events Categorise	Compare and contrast Recall Reason/speculate	Summarise Explain Demonstrate understanding	Empathise Justify Make reasoned judgements	Hypothesise Critique Evaluate

