

# Brantridge Progression of Skills In History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>I can sequence events in their life</li> <li>I can sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>I can match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence artefacts closer together in time - check with reference book</li> <li>I can sequence photographs etc. from different periods of their life</li> <li>I can describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>I can place the time studied on a time line</li> <li>I can use dates and terms related to the study unit and passing of time</li> <li>I can sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>I can place events from period studied on time line</li> <li>I can use terms related to the period and begin to date events</li> <li>I can understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>I can know and sequence key events of time studied</li> <li>I can use relevant terms and period labels</li> <li>I can make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>I can place current study on time line in relation to other studies</li> <li>I can use relevant dates and terms</li> <li>I can sequence up to 10 events on a timeline</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>I can recognise the difference between past and present in their own and others lives</li> <li>I can they know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise why people did things, why events happened and what happened as a result</li> <li>I can identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about every day lives of people in time studied</li> <li>I can compare with our life today</li> <li>I can identify reasons for and results of people's actions</li> <li>I can understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence to reconstruct life in time studied</li> <li>I can identify key features and events of time studied</li> <li>I can look for links and effects in time studied</li> <li>I can offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>I can study different aspects of different people - differences between men and women</li> <li>I can examine causes and results of great events and the impact on people</li> <li>I can compare life in early and late 'times' studied</li> <li>I can compare an aspect of lie with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>I can compare beliefs and behaviour with another time studied</li> <li>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>I can know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>I can use stories to encourage children to distinguish between fact and fiction</li> <li>I can compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>I can compare 2 versions of a past event</li> <li>I can compare pictures or photographs of people or events in the past</li> <li>I can discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and give reasons for different ways in which the past is represented</li> <li>I can distinguish between different sources – compare different versions of the same story</li> <li>I can look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>I can look at the evidence available</li> <li>I can begin to evaluate the usefulness of different sources</li> <li>I can use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>I can compare accounts of events from different sources – fact or fiction</li> <li>I can offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>I can link sources and work out how conclusions were arrived at</li> <li>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>I can be aware that different evidence will lead to different conclusions</li> <li>I can confidently use the library and internet for research</li> </ul>
<b>Historical</b>	<ul style="list-style-type: none"> <li>I can find answers to simple questions</li> </ul>	<ul style="list-style-type: none"> <li>I can use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sources to find out about a period</li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence to build up a picture of a past event</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to identify primary and</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise primary and</li> </ul>

<p><b>enquiry</b></p>	<p>about the past from sources of information e.g. artefacts,</p>		<ul style="list-style-type: none"> <li>• I can observe small details – artefacts, pictures</li> <li>• I can select and record information relevant to the study</li> <li>• I can begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose relevant material to present a picture of one aspect of life in time past</li> <li>• I can ask a variety of questions</li> <li>• I can use the library and internet for research</li> </ul>	<p>secondary sources</p> <ul style="list-style-type: none"> <li>• I can use evidence to build up a picture of a past event</li> <li>• I can select relevant sections of information</li> <li>• I can use the library and internet for research with increasing confidence</li> </ul>	<p>secondary sources</p> <ul style="list-style-type: none"> <li>• I can use a range of sources to find out about an aspect of time past</li> <li>• I can suggest omissions and the means of finding out</li> <li>• I can bring knowledge gathered from several sources together in a fluent account</li> </ul>
<p><b>Organisation and communication</b></p>	<ul style="list-style-type: none"> <li>• I can communicate their <b>knowledge</b> through:  Discussion....  Drawing pictures...  Drama/role play..  Making models.....  Writing..  Using ICT...</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall, select and organise historical information</li> <li>• I can communicate their <b>knowledge and understanding</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>			