



PROGRESSION OF SKILLS IN HISTORY

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will:							
Chronological understanding	• Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Sequence events in their life. • To sequence events and recount changes within living memory. • Start to develop an awareness of the past using common words and phrases relating to past/present. E.g. today, tomorrow, yesterday, after, before, day, long ago	• Identify if an artefact/event/person is from living memory or beyond living memory. • Use a simple timeline to sequence more than 4 events from beyond living memory. • To show an awareness of the past, using common words and phrases relating to time. • To use a wider vocabulary of everyday historical terms. E.g. chronological, past, present, now, then	• I can use dates related to the passing of time. • I can place the time studied onto a wider timeline. • To use an increasing range of words and phrases relating to the passing of time. E.g. Sequence, chronological order, recent, era, period, BC/AD.	• Place key dates and events from period studied on time line. • To use historic terms related to the period of study. E.g. Romans	• Know and sequence key events of time studied. • Use relevant terms and period dates. • To make comparisons between different times in the past.	• Construct and compare more complex timelines for a period studied. • Use relevant dates and terms. • Sequence up to 10 events on a time line.
Range and depth of historical knowledge	• Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.	• Recognise the difference between past and present in their own and others' lives. • Know and recount stories about the past. • Begin to describe similarities and differences in artefacts.	• 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 everyday lives of people in time. • Compare with our life today. • Start to identify similarities and differences across different periods studied.	• Start to make links with different periods from the past. • Find similarities and differences within aspects of a period studied. • To use evidence to reconstruct life in time studied. • To offer reasonable explanations for events.	• Examine short and long term causes and results of an event and the impact on people. • To compare an aspect of life with the same aspect in another period. • Compare how a period/event has impacted others on a local, national, international scale.	• Make detailed connections between different periods of the past and identify similarities and differences between aspects of another period. • Know key dates, characters and events of time studied. • To write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.



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Interpretations of history	• Compare things in the past and now, linked to our topics (eg emergency vehicles, houses, space rockets etc). • Learn the names of some significant people from the past, such as Neil Armstrong, Guy Fawkes,	• I can begin to identify different ways to represent the past. (photos, stories, adults talking about the past).	• To describe events beyond living memory that are significant nationally or globally. • To describe significant historical events, people and places in our own locality. (GFOL)	• Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story.	• To use sources of information in ways which go beyond simple observations to answer questions about the past. • To use a variety of resources to find out about aspects of life in the past. (e.g. books/sources/ICT/artefacts).	• To make comparisons between aspects of periods of history and the present day. • To understand that they type of information available depends on the period of time studied. • To evaluate the usefulness of a variety of sources.	• 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.
Historical enquiry (Sources of Evidence)	• Look at pictures of themselves now and themselves as babies, and talk about how they have changed. • Learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc. • Listen to stories that are set in the past.	• Find answers to simple questions about the past from sources of information e.g. artefacts. • I can sort artefacts into ‘then’ and ‘now’.	• I can use a source – asking <i>who/what/why/how/where</i> questions and find answers to them. • I can put events into a timeline. • To show an understanding of some of the ways in which we find out about the past and identify different ways this is represented.	• Use a range of sources to find out about a period. • Select and record information relevant to the study. • Use sources of evidence to formulate questions and start to use sources to support answers.	• To look at the evidence and engage in discussions. • To begin to evaluate the usefulness of different resources. • To understand that sources can contradict each other.	• I can begin identify primary and secondary sources. • Use different sources linked to a particular concept to formulate questions and use as evidence for answers.	• 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.



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Organisation and communication	Communicate their knowledge and understanding through: • Discussion • Stories/poems • Drawing pictures • Drama/role play • Using ICT • Class displays	Communicate their knowledge and understanding through: - Discussion - Drawing pictures - Drama/role play - Writing - Using ICT - Use of a timeline (with pictures) Class displays	• Record what has been learnt through drawing and writing. • To speak about what they have found out about the past. • To use a wider range of vocabulary for everyday historical terms.	• Use appropriate terminology to communicate learning in an organised way.	• To provide an account of a historical event based on more than 1 source. • To present findings and communicate knowledge and understanding in different ways.	• 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.
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