**Progression of Skills in History**

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|   | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Chronological understanding**  | * Begin to know the passage of time, E.G., to know three things that they couldn’t do as a baby that they can do now.
 | * Sequence events in their life.
* Sequence 3 or 4 artefacts from distinctly different periods of time.
* Match objects to people of different ages.
 | * Sequence artefacts closer together in time - check with reference book.
* Sequence events.
* 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 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 time line in relation to other studies
* Use relevant dates and terms
* Sequence up to 10 events on a

time line  |
| **Range and depth of historical** **knowledge**  | * Know the name of a significant event – birthday, Christmas, Easter, Advent, remembrance.
* Remembering events, losses in our past – toys etc.
* Know the members of their immediate and extended family.
 | * Recognise the difference between past and present in

their own and others’ lives.* They know and recount episodes from 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.
* Use a range of sources to find out about past events/ways of life.
* Develop empathy and understanding.
* Identify differences between ways of life at different times.
* Confidently describe similarities and differences in artefacts.
 | * Find out about everyday 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 explanation for some events
 | * Study different aspects of different people - differences between men and women
* Examine causes and results of great events and the impact on people
* Compare life in early and late

'times' studied * Compare an aspect of lie with the same aspect in another period
 | * 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
* 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
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| **Interpretations of history**  | * Use photographs to talk about their family’s past.
* Know that photographs can tell stories about our past.
 | * Use stories to encourage children to distinguish between fact and fiction.
* Begin to identify different ways to represent the past e.g. – photos, stories.
* Compare adults talking about the past – how reliable are their memories?
 | * Compare 2 versions of a past event.
* Compare pictures or photographs of people or events in the past.
* Discuss reliability of photos/ accounts/stories.
* Confidently identify ways of representing the past.
 | * 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
 | * Look at the evidence available
* Begin to evaluate the usefulness of different sources
* Use textbooks and historical knowledge
 | * Compare accounts of events

from different sources – fact or fiction * Offer some reasons for different versions of events
 | * 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 internet for research
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| **Historical enquiry**  | * Know that photographs can tell stories about our past.
* Use photographs to talk about their family’s past.
 | * Sort artefacts – then and now.
* Ask questions about the past.
* 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.
* Sequence a collection of artefacts. Use them to answer why, what, who, how, where.
 | * 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
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| **Organisation and communication**  |  | Communicate their **knowledge** through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing (labels, recounts, reports, annotations)…Using ICT… Timelines using pictures and/or objects…Class display/museum…  |  | * 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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