

Skills progression: History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> - Discusses the lives of people who are familiar to them. - Remembers and discusses significant events from their own experience. - Recall past events from experience, photographs, books, recordings, drawings or writing. 	<ul style="list-style-type: none"> - Sequence events in their life. - Sequence at least 3 artefacts/objects from different periods of time. - Match objects to people of different ages. 	<ul style="list-style-type: none"> - Sequence events beyond their lifetimes. - Sequence photos/ artefacts that are from the same period of time. - Describe memories from key events in their lives. 	<ul style="list-style-type: none"> - Sequence events on a time line and write the dates of the events. - Sequence several events based on the dates that they occurred. - Understand that before the year 0, there was an era referred to as BC. 	<ul style="list-style-type: none"> - Sequence events on a timeline, recording the dates in which they happened. - Use historically accurate terms related to the period. - When recording dates, use BC/ AD. - Understand that BC dates begin at 0 and go up the further back in time they go. 	<ul style="list-style-type: none"> - Place current study on a time line and relate to other studies. - Know and sequence key events of the time studied. - Make comparisons between different times in history. 	<ul style="list-style-type: none"> - Sequence current study on a timeline in relation to studies previously learnt. - Use relevant dates and terms. - Discuss durations of events, looking at events that span BC and AD. - Sequence up to 10 events on a timeline.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> - Understand that some things happened earlier, some things happen now and some things will happen later- In relation to daily timetable. - Recall historic events through rhymes, songs, dance or role play. 	<ul style="list-style-type: none"> - Recognise the difference between past and present. - Describe similarities and differences in artefacts. - Recount episodes from stories about the past verbally. - Use a range of historical sources to characterise features of the past. 	<ul style="list-style-type: none"> - Recognise why people did things, why events happened and what happened as a result. - Identify differences between ways of life at different periods in time. - Describe the similarities and differences of different artefacts. 	<ul style="list-style-type: none"> - Research the lives of people from the period studied and compare this to our lives today. - Identify the reasons for and the results of people's actions. - Study change through the lives of significant individuals. 	<ul style="list-style-type: none"> - Use evidence to reconstruct life in the period. - Identify key features and events of the period. - Identify links between events and what occurred after. - Explain some events from the period studied with reasonable accuracy. 	<ul style="list-style-type: none"> - Study the difference in the lives of men and women within the same period. - Compare to today. - Examine the causes and effects of different significant events within the study period. - Compare an aspect of life from an 'early' civilisation and today. - Study an ancient civilisation enquiry in detail. 	<ul style="list-style-type: none"> - Research beliefs, behaviour and characteristics of people, recognising people have different views and feelings. - Compare this to another time or today. - Write an explanation of a past event; using cause and effect to support. - Know key dates, people and events of the time studied.

Interpretations of History	<ul style="list-style-type: none"> - Identify photographs from the past and talk about how they are different now. 	<ul style="list-style-type: none"> - Use stories to encourage children to distinguish between fact and fiction. - Discuss the reliability of different sources of information about the past. - Identify different ways to represent the past. E.g. photos, stories, adults talking about the past etc. 	<ul style="list-style-type: none"> - Compare two versions of a past event. - Compare pictures of photographs of people or events in the past. - Discuss the reliability of photos, accounts or stories of past events. 	<ul style="list-style-type: none"> - Identify and give reasons for different ways in which the past is represented. - Distinguish between different sources and evaluate their usefulness. - Observe representations of the period- Museums, photos, artefacts etc. 	<ul style="list-style-type: none"> - Observe different available sources of evidence. - Evaluate their usefulness. - Identify and use different representations of history to include those already studied and including text books. 	<ul style="list-style-type: none"> - Compare accounts of events from different sources: fact or fiction? - Offer some reason for different accounts of the same story- link to primary and secondary sources. 	<ul style="list-style-type: none"> - Link historical sources and work out how events were interpreted over time. - Consider ways of checking the accuracy of interpretations- fact/fiction or opinion? - Be aware that different evidence could lead to different conclusions.
Historical Enquiry	<ul style="list-style-type: none"> - Sort photographs into 'then' and 'now'. 	<ul style="list-style-type: none"> - Sort artefacts into 'past' and 'present' or 'then' and 'now'. - Answer simple questions both written and verbally from sources of historical information. E.g. Artefacts/ photos. - Ask simple questions about sources and objects. 	<ul style="list-style-type: none"> - Use the 5 Ws (who, what, where, when, why) to ask questions about sources. - Sort artefacts before arranging on a simple timeline from 'earliest' or 'most recent'. - Make observations about sources before answering simple questions both written and verbally. 	<ul style="list-style-type: none"> - Use a range of sources to find out about a period of time. - Observe small details of artefacts and comment on them. - Independently select and record information relevant to the study. - Research using the library and internet. 	<ul style="list-style-type: none"> - Use evidence to build up a picture of a past event. - Choose relevant material to present one aspect of life in a period of time. - Ask a variety of relevant questions. 	<ul style="list-style-type: none"> - Begin to identify primary and secondary sources. - Use source evidence to build a picture of a past event. - Select relevant sections of information. - Use the library and internet to research with increasing confidence. 	<ul style="list-style-type: none"> - Recognise primary and secondary sources. - Use a range of sources to find out about the past. - Bring knowledge gathered from several sources together in a fluent account.

Organisation and Communication	<ul style="list-style-type: none"> - Talk about events from the past. - Create drawings or other art forms to show past events. -Role play events from the recent past. 	<ul style="list-style-type: none"> - Time lines to organise chronologically. - Drawings to support observations of artefacts. - Drama different events in the past to understand how / why they happened. - Write simple reports/ recounts of historical events. 	<ul style="list-style-type: none"> - Create a class museum to display knowledge gained. - Annotate and make simple notes about artefacts. - Drama different events in the past. - Use ICT to simply present knowledge gained. 	<ul style="list-style-type: none"> - Write non-chronological reports to display knowledge of the period. - Use Powerpoint to create simple presentations about a period studied. - Draw and annotate a range of sources to show breadth of knowledge gained. 	<ul style="list-style-type: none"> - Select data and organise it to answer historical questions. - Display findings in a variety of ways across different mediums (e.g. handwritten, ICT etc). - Work independently and in groups for a variety of historical enquiries. - Communicate their knowledge and understanding with increasing confidence. 	<ul style="list-style-type: none"> - Use appropriate terms, matching dates to people and events. - Record and communicate knowledge in different forms. - Work independently and in groups, showing initiative. 	<ul style="list-style-type: none"> - Select aspect of study to make a group presentation. - Use a variety of ways to communicate knowledge and understanding, including extended writing. - Plan and carry out historical investigations.
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