



HISTORY SKILLS PROGRESSION

Progression in History Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Past and present Talk about experiences from their lives Skills of a timeline Living timeline of their year in Nursery/ Reception Children in Reception will... Organise event using basic chronology, recognising that things happen before they were born ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Sequence events or objects in chronological order</p>	<p>Sequence artefacts closer together in time Sequence events Sequence photos etc from different periods of their life Describe memories of key events in their lives</p>	<p>Place the time studies on a time line Sequence events or artefacts Use dates related to the passing of time Understand more complex terms BCE/AD</p>	<p>Place events from period studied on a time line Use terms related to the period and begin to date events</p>	<p>Place current study on time line in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels Relate current studies to previous studies Make comparisons between different times in history</p>	<p>Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to ten events on a time line</p>
Range and Depth of Historical Knowledge	<p>Children in Reception will... Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past</p>	<p>Begin to describe similarities and differences in artefacts Drama – why people did things in the past Use a range of sources to find out characteristic features of the past</p>	<p>Find out about people and events in other times Collections of artefacts – confidently describe similarities and differences Drama – develop empathy and understanding (hot seating, speaking and listening)</p>	<p>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 had to do something Study change through the lives of significant individuals</p>	<p>Use evidence to reconstruct life in time studied Identify key features and events Look for links and effects in time studied Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisation</p>	<p>Study different aspects of life of 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 life with the same aspect in another period Study an ancient civilisation in detail</p>	<p>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 period 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 Compare and contrast ancient civilisations</p>

<p>Interpretations of History</p>	<p>3 & 4 year olds will.. Begin to make sense of their own life story and family's history Children in Reception will... Talk about experiences which are familiar and how these may have differed in the past ELG: Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p>	<p>Compare pictures or photographs of people or events in the past Able to identify different ways to represent the past</p>	<p>Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period-museum, cartoons etc.</p>	<p>Look at the evidence available Begin to evaluate the usefulness of different sources Use of text books and historical knowledge</p>	<p>Compare accounts of events from different sources. Fact or fiction Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretation-fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confident use of the library etc. for research</p>
<p>Historical Enquiry</p>	<p>Sort pictures "past and present" Use different sources Ask and answer questions related to different sources and objects</p>	<p>Sort artefacts "then" and "now" Use as wide a range of sources as possible speaking and listening To ask and answer questions related to different sources and objects</p>	<p>Use a source-why, what, who, how, where to ask questions and find answers Sequence a collection of artefacts Use of time lines Discuss the effectiveness of sources</p>	<p>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 a library, e-learning for research Ask and answer questions</p>	<p>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, e-learning for research</p>	<p>Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Confident use of the library, e-learning, research</p>	<p>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 gathering from several sources together in a fluent account</p>
<p>Organisation and Communication</p>	<p>Photos Drama/Role Play Past and Present tense</p>	<p>Time lines (3D with objects/sequential pictures) Drawing Drama/Role Play Writing (reports, labelling, simple recount) ICT</p>	<p>Class display/museum Annotated photographs ICT</p>	<p>Communicate knowledge and understanding in a variety of ways – discussion, pictures, writing, annotations, drama, mode</p>	<p>Select data and organise it into a data file to answer historical questions Know the period in which the study is set Display findings in a variety of ways Work independently and in groups</p>	<p>Fit events into a display sorted by theme time Use appropriate terms, matching dates to people and events Record and communicate knowledge in different forms Work independently and in groups showing initiative</p>	<p>Select aspect of study to make a display Use a variety of ways to communicate knowledge and understanding including extended writing Plan and carry out individual investigations</p>

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