

<u>Skills Progression</u>							
Subject Area: History Curriculum Leader: Miss Prior							
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Start to understand the idea of Past and now.	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time (up to 100 years in intervals of 10) Match objects to people of different ages	Sequence artefacts closer together in time - within the last 100 years and some beyond Sequence photographs etc. from different periods of their life Describe memories of key events in lives Use words and phrases such as recently, before, after, now and later.	Use timelines to place events in order (intervals of 10/100) Understand timelines can be divided between BC and AD. Sequence several events or artefacts Use dates and terms related to the study unit and passing of time. Use words and phrases: century, decade.	Uses timelines with intervals of 10/100/1000 years. Begins to appreciate length of time for different periods. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a Timeline. Uses words and phrases: century, decade, BC, AD,	Uses timelines to place and sequence local, national and international events (5 or more events) Begins to design own timeline to sequence events learned. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period. Identifies changes within and across historical periods.	Creates own timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate periods of time and passing of time. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline.

					after, before, during.		
<p>Knowledge and understanding of past events, people and changes in the past</p>	<p>Comment on pictures of familiar situations in the past.</p>	<p>Recognise the difference between past and present in their own and others' lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>

Historical Interpretation	Compare characters from stories which include figures from the past.	Use stories to encourage children to distinguish between fact and fiction 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	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 text books 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
Historical Enquiry	Know some similarities and differences between things in the past and now.	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.	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	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	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

					internet for research	increasing confidence	together in a fluent account
Organisation and Communication	Retell stories or events that have happened in the past from stories that have been read to them in class.	Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			Recall, select and organise historical information Communicate their knowledge and understanding through: Workbooks... Projects... Presentations...		Select and organise information to produce structured work, making appropriate use of dates and terms.

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