



## Progression of Skills: History

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Areas of Study</b>	Understanding of the World	<p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>Changes within living memory.</i></p>	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p>	<p><i>Changes in Britain from the Stone Age to the Iron Age.</i></p> <p><i>The Roman Empire and its impact on Britain.</i></p>	<p><i>Britain's settlement by Anglo-Saxons and Scots.</i></p> <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p> <p><i>The achievements of the earliest civilizations.</i></p>	<p><i>Ancient Greece</i></p> <p><i>A local history study</i></p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> <p><i>A non-European society that provides contrasts with British history.</i></p>
<b><u>Chronological Understanding</u></b>	Talk about significant events in their own experience. Talk about past and present events in their life.	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to	Sequence artefacts closer together in time. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives.	Place the time studied on a line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Place events from periods studied on time line. Use terms related to the period and begin to date events. Understand more complex terms eg	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.

		people of different ages.			BC/AD.		
<b><u>Range and depth of historical knowledge</u></b>	Talk about significant events in their own experience. Talk about past and present events in their own life. Talk about a past event in the correct order.	Recognise the difference between past and present in their own and others lives. Know and recount episodes from stories about the past.	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 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 life 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.

<p><b>Historical Interpretations</b></p>	<p>Talk about photographs.  Ask questions about why things happen and give explanations.</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past (how reliable are their memories?)</p>	<p>Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.</p>	<p>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</p>	<p>Look at the evidence available. Begin to evaluate the usefulness of different sources. Use 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 interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.</p>
<p><b>Historical Enquiry</b></p>	<p>Talk about the differences between old black and white photos and colour photos of the present day.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</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.</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.</p>	<p>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</p>	<p>Recognise primary and secondary resources.  Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of</p>

				Begin to use the library and internet for research.	Use the library and internet for research.	and internet for research with increasing confidence.	finding out. Bring knowledge gathered from several sources together in a fluent account.
<b><u>Organisation and Communication</u></b>	Communicate their knowledge through: Discussions Drawing pictures Drama/role play Making models Writing Using ICT	Communicate their knowledge through: Discussions Drawing pictures Drama/role play Making models Writing Using ICT	Communicate their knowledge through: Discussions Drawing pictures Drama/role play Making models Writing Using ICT	Communicate their knowledge through: Discussions Drawing pictures Drama/role play Making models Writing Using ICT	Recall, select and organise historical information Communicate their knowledge and understanding.	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.