**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 |
| **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 |
| **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 |
| **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. |