

Progression in History Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|--|--|---|
| Chronology | order images, artefacts in a plausible chronological order | sequence events or objects in chronological order | sequence events sequence artefacts closer together in time sequence photos etc from different periods of their life describe memories of key events in lives | place the time studied on a time line sequence events or artefacts use dates related to the passing of time | place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD | 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 | 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 |
| Range and Depth of Historical Knowledge | use time vocabulary recognise the different stages of life. Baby/child/ teenager/ adult identify changes between them as a baby and now hear historical stories relating to festivals. Ie Gunpowder Plot | 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 | find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening) | 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 (e.g. Queen Elizabeth I and Queen Elizabeth II) | 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 civilisations | study different aspects of life 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 study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt) | 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 |

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| Interpretations of History | hear about Historical events through stories, non-fiction texts, art, photos and films | begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) | compare pictures or photographs of people or events in the past be able to identify different ways to represent the past | 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 | look at the evidence available begin to evaluate the usefulness of different sources use of 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 confident use of the library etc for research |
| Historical Enquiry | observe, describe and notice similarities and differences between artefacts from now and the past- ie toys, homes recall the main sequence of events in a historical story | sort artefacts “then” and “now” use as wide a range of sources as possible use speaking and listening (links to literacy) to ask and answer questions related to different sources and objects | 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 | 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, e-learning for research ask and answer questions | 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 | 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 library, e-learning, research | 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 |

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| Organisation and Communication | <p>record findings by drawing, taking photographs, simple labels</p> | <p>time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>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 - discussions, pictures, writing, annotations, drama, mode</p> | <p>select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in groups</p> | <p>fit events into a display sorted by theme time</p> <p>use appropriate terms, matching dates to people and events</p> <p>record and communicate knowledge in different forms</p> <p>work independently and in groups showing initiative</p> | <p>select aspect of study to make a display</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>plan and carry out individual investigations</p> |



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Assessment- The majority of children will be working at age related expectations. However, some children will be identified as working below and above these.

Number in the cohort:

| Working below age related expectations | Working above age related expectations |
|--|--|
| Number working below: | Number working above: |

Comments for the subject leader: