

History Skills Progression

	Chronological understanding.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using terminology relating to passage of time	Pupils can understand what happens in their daily lives. What comes next?	Pupils are able to describe key events in their own lives. Begin to recognise how their lives differ from other time periods	Recount changes in their own lives over time. To explain how their lives differ from other time periods.	Pupils can use dates and terms relating to the study unit and passing of time. Pupils can compare and contrast separate times with their own lives.	Pupils are able to demonstrate developing understanding of chronology with their realisation that past can be divided into different periods of time. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.	Pupils can make comparisons between different time periods with evidence. Using factual knowledge and understanding, pupils can describe characteristic features of time periods and events. Identifies changes within and across historical periods	Demonstrate an increasing fluent understanding of chronology. Using prior knowledge to compare time periods. They are extending their knowledge of chronology to make informed contextual opinions. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.
Ordering and sequencing	They are able to distinguish old and new objects.	Begin to match objects to people of different ages	Sequence artefacts closer in time relating to their own lives and time period	Pupils can sequence the events and artefacts to the study unit in order	Pupils are able to place their studied time period	Pupils can sequence across many time periods with reference to key events in British history and the wider world.	Pupils can sequence events over a longer arc of time, making connected and contrasts to other time periods.

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	Range and depth of Historical knowledge.						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Range and depth of Historical knowledge.</u>	Students can recount a story from the past in their living memory.	Students are able to recount stories from the past and have knowledge of stories beyond living memory. They are able to demonstrate a basic understanding about why an event took place and what happened as a result.	Use information to add description to the past. Recounts main events from a significant in history	Students can explain everyday lives of the people in a time period. They can identify the reasons behind and consequences of people's actions in history. Offering reasonable explanations for some key events.	Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period	Pupils can identify beliefs, behaviour and characteristics of people in history and can compare these to other figures. They can report on events in terms of cause and effect using evidence to support and illustrate their explanations. Gives some causes and consequences of the main events, situations and changes in the periods studied.	Pupils show increasing depth of factual knowledge and understanding of aspects of history of Britain and the wider world. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. They can describe similarities and differences between some people, events and objects studied. Know how to program, monitor and control using
<u>Make links and comparisons</u>	The children can understand the concept of a life before their own	Tell the difference between past and present in own and other people's lives	Uses information to describe differences between then and now	Pupils can make comparisons between historical ways of life and their own lives. They are beginning to look for links and effects in time studied.	Describes how some of the past events/people affect life today	Students can compare life in early and late life in time studied. Comparing beliefs and behaviours with other time periods.	Pupils can describe how some changes affect life today. Making links between some features of past societies ICT

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	Interpretation of History						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identifying, interpreting and explaining events.	The children can identify some differences from their own lives from pictures.	<p>Pupils can begin to infer meaning and applications from various artefacts and pictures.</p> <p>Compare 2 accounts or photographs of people or events in the past.</p>	<p>Pupils can some gather information for a source. For example: books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet)</p> <p>Understands why some people in the past did things.</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p> <p>Pupils can identify some of the different ways the past is represented.</p>	<p>Gives reasons why there may be different accounts of history.</p> <p>They can use multiple sources to draw conclusions about historical events (e.g. text book, artefacts, letters)</p>	<p>Students can show some understanding that aspects of the past have been presented and interpreted in different ways. They being to evaluate the usefulness of different sources being aware of different sources and drawing different conclusions. (primary and secondary sources)</p> <p>Pupils can consider ways to check the accuracy of sources distinguishing fact from opinions.</p>	<p>Pupils can discern how and why contrasting arguments of the past have been constructed.</p> <p>Identify and understand when some events have been misinterpreted and can distinguish misinterpretations.</p>

History Skills Progression

Historical enquiry- Using a variety of sources.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Using a variety of sources.</p>	<p>Pupils can ask some questions about the past using historical sources.</p>	<p>Pupils find answers to simple questions about the past using historical sources.</p>	<p>Pupils can look carefully at pictures or objects to find information about the past</p> <p>Can start to estimate the ages of people by studying and describing their features.</p>	<p>The pupils can use a range of sources to find out about a time period going beyond simple observations to answer questions about the past.</p> <p>Pupils can select and record information relevant to the time studied.</p>	<p>Can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Starts to make more insightful enquires about the lives of historical figures/events.</p>	<p>Pupils are beginning to select and combine information from different sources. Recognising primary and secondary sources. Asks a range of questions about the past.</p> <p>They can use evidence to build a picture of past events, choosing relevant materials to present an accurate interpretation of historical life.</p> <p>Students can enquire about historical life and question sources bringing several sources together</p>	<p>Pupils should have an understanding how different sources are used and interpreter bias within sources.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence. Pupils can use their knowledge and understanding to critically evaluate sources and report on the observations.</p> <p>Forms own opinions about historical events from a range of sources..</p>

History Skills Progression

						to build a fluid account.	
Organisation and Communication.							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Pupils can show some understanding through their creative learning journey,	Pupils show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).	Describes objects, people and events. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader	They are beginning to produce structured work making appropriate use of dates and terms. Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.	