



Progression skills in **History**

A Christian Ethos. A Nurturing Community. A Place to Thrive.



	Year R	Year 1	Year 1	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Through the understanding of the world element of the EYFS curriculum	Sequence events in their lives Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages.	Sequence photos e.g. from different periods of their life Sequence key events from their lives	Place the time studied on a timeline Use dates and terms related to the area of study and passing of time Sequence several events and/or artefacts.	Place events from period studied on a time-line. events Use dates and terms related to the area of study and passing of time Understand more complex terms e.g BC/AD.	Know and sequence key events from the period Use relevant terms for the periods studied. Make comparisons between different periods in the past	Place current period of study on a time line in relation to other periods studied Use relevant terms and dates Sequence up to 1
Range and depth of historical knowledge		Recognise the difference between past and present in their own and others lives Know and be able to recount stories from the past about national and global events, significant individuals who have contribute to national and international events and significant events, people and places in the local area.	Recognise why significant national or international people did significant local, national or international things, why significant local, national and international events happened and what happened as a result. Identify differences between ways of life at different times	Find out about every-day lives in period being studied-compare with life today Identify reasons for and result of people's actions	Use evidence to reconstruct life in period being studied Identify key features of period Look for links and effects and offer a reasonable explanation for some events	Study different aspects of people e.g difference between men and women Examine cause and effects of significant events(impact on people) Compare life in early and late period being studied Compare aspect of life being studied with another period	Explore differences in religion, beliefs, characteristics, behaviour, recognising that people think differently. Compare these with other periods studied. Explain past events in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.

<p>Interpretation of history</p>		<p>Use stories to encourage children to distinguish between fact and fiction Compare adults talking about their past-how reliable are their memories?</p>	<p>Compare two different versions of past events Compare pictures or photographs of people or events in the past Discuss the reliability of photographs of people/ events in the past.</p>	<p>Identify and give reasons for different ways in which the past is represented Distinguish between different sources and compare different versions of the same story Look at representations of the period e.g museum trips, cartoons, artefacts, books and the internet.</p>	<p>Identify and give reasons for different ways in which the past is represented Distinguish between different sources and compare different versions of the same story Begin to evaluate the usefulness of different sources. Look at representations of the period e.g museum trips, cartoons, artefacts, books and the internet.</p>	<p>Compare accounts of events from different sources and decide if fact or fictions Begin to explain the different versions of events.</p>	<p>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>Historical enquiry</p>		<p>Find answers to simple questions about the past using sources of information e.g artefacts and pictures</p>	<p>Find answers to simple questions about the past using sources of information e.g artefacts and pictures</p>	<p>Use a range of primary and secondary sources to find out about a period (books, internet, pictures, artefacts, visitors, trips and museums) Select and record information relevant to the study Begin to use books and the library for study with support.</p>	<p>Use a range of primary and secondary sources 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 books and internet for research with increased independence.</p>	<p>Understand the difference and use primary and secondary sources to build up a picture of a past event Select relevant sections of information Ask a variety of questions Use books and internet for research with increasing confidence</p>	<p>Understand the difference and use primary and secondary sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account</p>
<p>Organisation & communication</p>		<p>Communicate their knowledge through: Discussion; Drawing pictures; Drama/role play;</p>	<p>Communicate their knowledge through: Discussion; Drawing pictures; Drama/role play;</p>	<p>Communicate their knowledge through: Drama, oral or IT presentations, written recounts</p>	<p>Communicate their knowledge through: Drama, oral or IT presentations, written recounts</p>	<p>Communicate their knowledge through: Drama, oral or IT presentations, recall information</p>	<p>Communicate their knowledge through: Drama, oral or IT presentations, recall information</p>

		Making models; Using ICT	Making models; Using ICT	(e.g. report, diary entry)	(e.g. report, diary entry)	to present their understanding in an organised layout, beginning to use appropriate terms and dates.	to present their understanding in an organised layout, using appropriate terms and dates.
Specific knowledge	Great Fire of London and Samuel Pepys Guy Fawkes and the opening of Parliament Space race and Neil Armstrong The Romans, Boudicca and Colchester			Ancient Egyptians Crime and Punishment Changes in Britain from the Stone Age to the Iron Age Roman Empire, Colchester and Boudicca			