



Small School. Big Hearts. Big Ambitions

Progression of skills and knowledge in History

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> *Changes within living memory, for themselves and their family around them. *Understand the past through settings, characters and events encountered in books read in class and storytelling. *Begin to introduce chronology through visual timetables. *Class memory box. *Class timeline 	<ul style="list-style-type: none"> *Sequence events in their own life *Recount changes within living memory *Match objects to people of different ages *Use common words and phrases relating to the passing of time *Sequence 3 or 4 artefacts from distinctly different periods of time 	<ul style="list-style-type: none"> *Describe and sequence memories of key events in their lives *Show an awareness of the past, using common words and phrases relating to the passing of time *Describe where the people and events fit within a chronological framework *Identify similarities and differences between ways of life in different periods *Sequence artefacts closer together in time 	<ul style="list-style-type: none"> *Describe memories of key events in their life, using historical vocabulary *Use an increasing range of common words and phrases relating to the passing of time *Use dates and terms related to the study unit *Place the time studied on a timeline *Sequence several events or artefacts 	<ul style="list-style-type: none"> *Place events from period studied on time line *Use terms related to the period and begin to date events *Understand more complex terms e.g. BC/AD *Place some historical periods in a chronological framework *Use historic terms related to the period of study 	<ul style="list-style-type: none"> *Know and sequence key events of time studied *Use relevant terms and period labels *Make comparisons between different times the past *Use dates to order and place events on a timeline 	<ul style="list-style-type: none"> *Place current study on time line in relation to other studies *Use relevant dates and terms *Sequence up to 10 key events on a timeline
Historical enquiry	<ul style="list-style-type: none"> * Ask and answer appropriate questions of each other. Show and tell sessions. ‘When did you go on that trip?’ for example. 	<ul style="list-style-type: none"> *Find answers to simple questions about the past from simple sources of information e.g. artefacts *Describe some simple differences and similarities between artefacts *Sort artefacts from ‘then’ and ‘now’ *Ask and answer relevant basic questions about the past 	<ul style="list-style-type: none"> *Use a source – observe or handle sources to answer questions about the past based on simple observations *Ask and questions using parts of stories and other sources to show they know and understand key features of events *Show understanding of some of the ways we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> *Use a range of sources to find out about a period *Observe small details- artefacts, pictures *Select and record information relevant *Begin to use the resources for research 	<ul style="list-style-type: none"> *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 sources of information beyond simple observation to answer questions *Use a variety of resources to find out about aspects of life in the past 	<ul style="list-style-type: none"> *Begin to identify primary and secondary sources *Compare sources of information *Use evidence to build up a picture of a past event *Select relevant sections of information *Use resources for research with increasing confidence 	<ul style="list-style-type: none"> *Recognise how primary and secondary sources construct our understanding of the past *Make confident use of a variety of sources for independent research *Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance *Bring knowledge gathered from several

							sources together in a fluent account
Interpretations of history	<ul style="list-style-type: none"> * Talk about events they have done in the year. Why did they like that event or why did they not?. 	<ul style="list-style-type: none"> *Use stories to encourage children to distinguish between fact and fiction *Compare adults talking about the past – how reliable are their memories? *Relate their account of an event and understand that others may give a different version 	<ul style="list-style-type: none"> *Compare two versions of a past event *Compare pictures or photographs of people or events in the past *Discuss reliability of photos/accounts/stories *Describe changes within living memory and aspects of change in national life *Describe events beyond living memory that bare nationally or globally significant 	<ul style="list-style-type: none"> *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 *Describe significant historical events, people and places in own locality 	<ul style="list-style-type: none"> *Look at the evidence available *Begin to evaluate the usefulness of different sources *Understand that sources can contradict each other *Use text books and historical knowledge 	<ul style="list-style-type: none"> *Compare accounts of events from different sources – fact or fiction *Offer some reasons for different versions of events *Make comparisons between periods of history and the present day *Understand that the type of information available depends on the period of time studied *Evaluate the usefulness of a variety of sources 	<ul style="list-style-type: none"> *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
Range and depth of historical knowledge	<ul style="list-style-type: none"> *Talk about the lives of people around them and their roles in society * Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> *Recognise the difference between past and present in their own and others' lives *They know and recount episodes from stories about the past *Understand key features of events *Identify some similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> *Recognise why people did things, why events happened and what happened as a result *Identify differences between ways of life at different times *Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods 	<ul style="list-style-type: none"> *Find out about everyday lives of people in time studied *Compare with our life today *Identify reasons for and results of peoples actions *Understand why people may have wanted to do something 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *Study different aspects of different people – differences between men and women *Examine causes and results of great events and the impact on people *Give some reasons for some important historical events *Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> *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 *Know key dates, characters and events of time studied *Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation *Describe a chronologically secure knowledge and understanding of British, local and world history, establishing

							clear narratives within and across the periods he/she studies
Organisation and communication	<ul style="list-style-type: none"> * Talk about people and things that are not present. *Retell a past event in the correct order. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	*Talk, draw or write about aspects of the past	<ul style="list-style-type: none"> *Use a wide vocabulary of everyday historical terms *Speak about how they have found out about the past 	*Communicate their learning in an organised and structured way, using appropriate terminology	<ul style="list-style-type: none"> *Present findings and communicate knowledge and understanding in different ways *Provide an account of an historical event based on more than one source 		
		*Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...		*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		