



Our Historical Adventure



Progression of History Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Understand that some things happened before they were born</p> <p>Understand that the past means 'before' and the present means 'now'</p> <p>Use everyday language related to time</p> <p>Identify and talk about important events in their lives</p>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time – check with reference book</p> <p>Sequence photographs etc.</p> <p>Begin to use dates and terms related to the study unit and passing of time</p> <p>Describe memories of key events in lives</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC (BCE) /AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>

	<p>Order and sequence familiar events from their own lives or from stories they have shared</p> <p>Order photographs of people in various stages of life e.g. baby, child etc.</p> <p>Order pictures related to the lifecycle of animals e.g. butterflies, frogs</p>						
Range and depth of historical knowledge	Recognise the difference between past and present in their own lives	Recognise the difference between past and present in their own and others' lives	Recognise why people did things, why events happened and what happened as a result	Find out about everyday lives of people in time studied Compare with our life today	Use evidence to reconstruct life in time studied Identify key features and	Study different aspects of different people - differences between men and women	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone

		They know and recount episodes from stories about the past	Identify differences between ways of life at different times	Identify reasons for and results of people's actions Understand why people may have wanted to do something	events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	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	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	Become familiar with ways in which the past is represented	Use stories to encourage children to distinguish	Compare 2 versions of a past event	Identify and give reasons for different ways in which	Look at the evidence available	Compare accounts of events from different	Link sources and work out how conclusions were arrived at

	<p>through artefacts, photographs and stories</p> <p>Use pictures and role-play to tell stories and events from the past</p>	<p>between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>How reliable is their evidence?</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Begin to evaluate the usefulness of different sources</p> <p>Use text books/ non-fiction books and historical knowledge</p>	<p>sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>
<p>Historical Enquiry</p>	<p>Be curious about people and show an interest in stories</p> <p>Ask simple questions about stories,</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an</p>

	<p>videos, photographs or artefacts</p> <p>Begin to answer simple 'when', 'how', 'why' questions</p>			<p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
<p>Organisation and communication</p>	<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>			<p>Recall, select and organise historical information</p> <p>Communicate and apply their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>		