

Leamington Community Primary School

Progression of Skills - HISTORY

EYFS:

Birth – 3 years	3 – 4 years	Children in reception
<ul style="list-style-type: none">• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.• Repeat actions that have an effect.• Make connections between the features of their family and other families.• Notice differences between people.	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Show interest in different occupations.• Explore how things work.• Talk about the differences between materials and changes they notice.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.• Begin to make sense of their own life-story and family's history.• Continue developing positive attitudes about the differences between people.• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	<ul style="list-style-type: none">• Name and describe people who are familiar to them.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.• Talk about members of their immediate family and community.• Learn new vocabulary.• Use new vocabulary through the day.• Use new vocabulary in different contexts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Chronological Understanding</u>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from different periods of time</p> <p>Use common words and phrases relating to the passing 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 artefacts closer together in time - check with reference book</p> <p>Sequence artefacts closer together in time - check with reference book</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>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p> <p>Place the time studied on a time line</p>	<p>Know and sequence key events of time studied</p> <p>Make comparisons between different times in the past</p> <p>Use relevant terms and period labels</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>
<u>Historical Enquiry</u>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Describe some simple similarities and differences between artefacts.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p>	<p>Begin to use the library and internet for research</p> <p>Select and record information relevant to the study</p> <p>Observe small details – artefacts, pictures</p> <p>Use a range of sources to find out about a period</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a 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>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information and evaluate usefulness of sources</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Use a range of sources to find out about an 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><u>Historical interpretation</u></p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Discuss reliability of photos/ accounts/stories</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Compare 2 versions of a past event</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Distinguish between different sources – compare different versions of the same story</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources and understand sources can contradict each other</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</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><u>Understanding of people, events and changes.</u></p>	<p>Recognise the difference between past and present in their own and others lives.</p> <p>They know and recount episodes from stories about the past .</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Recognise why people did things, why events happened and what happened as a result</p>	<p>Distinguish between different sources – compare different versions of the same story</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
<p><u>Organisation and communication</u></p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT.</p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Recall, select and organise historical information to communicate their knowledge and understanding using appropriate vocabulary</p>	<p>Recall, select and organise historical information to communicate their knowledge and understanding.</p> <p>Provide an account of a historical event based on more than one source.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>