



Progression in History Skills

Foundation stage

In Reception children begin to make sense of their own life and their family’s history. They remember significant events in their lives and learn to talk about their own experiences. Children in reception have the opportunity to comment on images of familiar situations in the past. They will begin to compare and contrast characters from stories, including figures from the past.

History is taught in Early Years Foundation Stage (EYFS) through the area of learning ‘Understanding the World’. Children will talk about the lives of people around them and their roles in society. They will begin to understand some similarities and differences between the past and present, drawing on their experiences and what has been read and taught in class. They will begin to understand the past through settings, characters and events encountered in books read in class and storytelling.

Children will discuss birthdays, days of the week, months and seasons. They will develop an understanding of changes in their own lifetime. They will use every day language related to time and look closely at patterns and change. They will answer how and why questions and sort artefacts into ‘old’ and ‘new’. Children in reception will learn that information can be retrieved from books and computers and they will learn to recount an event both verbally and written.

Children will represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories. They will talk about things they did at the weekend, yesterday, this morning. They will learn to sequence familiar events and understand key features of events such as Remembrance day. They will learn about the lives of significant individual such as members of the Royal family.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives	place the time studied on a time line sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line

Range and Depth of Historical Knowledge	<p>begin to describe similarities and differences in artefacts</p> <p>drama – why people did things in the past</p> <p>use a range of sources to find out characteristic features of the past</p>	<p>find out about people and events in other times</p> <p>collections of artefacts – confidently describe similarities and differences</p> <p>drama – develop empathy and understanding (hot seating, sp. and listening)</p>	<p>find out about everyday lives of people in time studied</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 had to do something</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p>	<p>use evidence to reconstruct life in time studied</p> <p>identify key features and events</p> <p>look for links and effects in time studied</p> <p>offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p>	<p>study different aspects of life 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>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p>	<p>find 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 period studied</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>Compare and contrast ancient civilisations</p>
Interpretations of History	<p>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>(photos, BBC website)</p>	<p>compare pictures or photographs of people or events in the past</p> <p>able to identify different ways to represent the past</p>	<p>identify and give reasons for different ways in which the past is represented</p> <p>distinguish between different sources and evaluate their usefulness</p> <p>look at representations of the period – museum,</p>	<p>look at the evidence available</p> <p>begin to evaluate the usefulness of different sources</p> <p>use of 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</p>

			cartoons, etc.			different conclusions confident use of the library etc. for research
Historical Enquiry	<p>sort artefacts "then" and "now"</p> <p>use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p>	<p>use a source – why, what, who, how, where to ask questions and find answers</p> <p>sequence a collection of artefacts</p> <p>Use of time lines</p> <p>discuss the effectiveness of sources</p>	<p>use a range of sources to find out about a period</p> <p>observe small details – artefacts, pictures</p> <p>select and record information relevant to the study</p> <p>begin to use the library, e-learning for research</p> <p>ask and answer questions</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, e-learning for research</p>	<p>begin to identify primary and secondary sources</p> <p>use evidence to build up a picture of life in time studied</p> <p>select relevant sections of information</p> <p>confident use of library, e-learning, research</p>	<p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>bring knowledge gathering from several sources together in a fluent account</p>
Organisation and Communication	<p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Class display/ museum annotated photographs</p> <p>ICT</p>	<p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>·select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in groups</p>	<p>fit events into a display sorted by theme time</p> <p>use appropriate terms, matching dates to people and events</p> <p>record and communicate knowledge in different forms· work independently and in groups showing initiative</p>	<p>select aspect of study to make a display</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>plan and carry out individual investigations</p>