






Progression of Skills: History



	<u>EYFS/1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5/6 (A)</u>	<u>Year 5/6 (B)</u>
	Terrific Toys Famous for 5 minutes: Monarchs Changes in Living memory: Transport	The Great fire of London Activists Famous for five minutes: Medicine	Changes in Britain: Stone Age to Bronze Age Ancient Egypt Ancient Greece	The Roman Empire and its impact on Britain Britain's settlements Anglo- Saxons Viking and Anglo-Saxon struggle for the Kingdom Crime and Punishment- (rule of Law)	Local History Study- architecture Victorian Britain- famous people The Battle of Britain- inventions that won the war.	Local History Study- Stamford during Georgian period Victorian Britain- famous inventions The Battle of Britain- significant people who won the war
Chronology Skills 	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	Sequence artefacts closer together in time - check with reference book <ul style="list-style-type: none"> •Sequence photographs etc. from different periods of their life •Describe memories of key events in lives 	<ul style="list-style-type: none"> •Place the time studied on a time line •Use dates and terms related to the study unit and passing of time •Sequence several events or artefacts 	Place events from period studied on time line <ul style="list-style-type: none"> •Use terms related to the period and begin to date events •Understand more complex terms eg BC/AD 	Know and sequence key events of time studied <ul style="list-style-type: none"> •Use relevant terms and period labels •Make comparisons between different times in the 	<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 events on a time line
Range & Depth Skills 	<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 	Recognise why people did things, why events happened and what happened as a result <ul style="list-style-type: none"> •Identify differences between ways of life at different times 	Find out about every day lives of people in time studied <ul style="list-style-type: none"> •Compare with our life today •Identify reasons for and results of people's 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 •Compare life in early and late 'times' studied •Compare an aspect of lie 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 • 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

<p>Interpretation Skills</p> 	<p>Use stories to encourage children to distinguish between fact and fiction</p> <ul style="list-style-type: none"> • Compare adults talking about the past – how reliable are their memories? 	<p>Compare 2 versions of a past event •Compare pictures or photographs of people or events in the past •Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented •Distinguish between different sources – compare different versions of the same story</p> <ul style="list-style-type: none"> •Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<p>Compare accounts of events from different sources – fact or fiction</p> <ul style="list-style-type: none"> •Offer some reasons for different versions of events 	<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
<p>Enquiry Skills</p> 	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<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 to the study • Begin to use the library and internet 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 the library and internet for research <p>research</p>	<p>Begin to identify primary and secondary sources</p> <ul style="list-style-type: none"> •Use evidence to build up a picture of a past event •Select relevant sections of information •Use the library and internet for research <p>with increasing confidence</p>	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
<p>Organisation and communication</p> 	<p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing drama/role play</p> <p>writing (reports, labelling, simple recount)</p> <p>ICT</p>	<p>Class display/ museum annotated photographs 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>