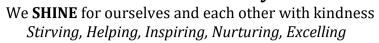


Brize Norton Primary School

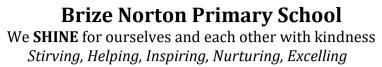




History Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological	- Compare	- Sequence 3 / 4	- Sequence artefacts	- Place the time	- Place events from	- Know and	- Place key events
Understanding	themselves as a	objects from	closer together in	studied on a time	period studied on a	sequence key	of current study on
	baby with	distinctly different	time	line	time line	events of time	time line in relation
	themselves now	periods of time	- Sequence	- Use dates and	- Begin to date	studied	to other studies
		- Sequence	photographs etc.	terms related to	events	- Use relevant	- Sequence up to
		photographs etc.	from different	the study unit and	- Understand BC /	terms and period	10 events on a time
		from different	periods of their and	the passing of time	AD	labels	line
		periods of their lives	their families' lives	- Sequence several		- Make	
		- Match objects to	- Describe memories	events or artefacts		comparisons	
		people of different	of key events in lives			between different	
		ages				times of the past	
Range and Depth	- Recognise the	- Recognise the	- Identify	- Compare	- Use evidence to	- Study aspects of	 Explore beliefs
of Historical	difference between	difference between	differences	everyday lives of	reconstruct life in	different people,	and behaviour of
Knowledge	past and present in	past and present in	between ways of	people in time	time studied	e.g. between men /	people, recognizing
	their own lives	their own and	life at different	studied with our	- Identify key	women	that not everyone
		others' lives	times	life today	features and events	- Examine causes	was the same
		- Know and recount	- Identify reasons	- Explain reasons	of time studied	and results of	 Compare beliefs
		episodes from	for and results of	for and results of	- Look for links and	events and the	and behaviour with
		stories about the	events	events and	effects in time	impact on people	another period
		past	- Understand why	people's actions	studied	- Compare life early	studied
			people may have		- Offer a reasonable	and late in periods	- Use evidence to
			wanted to do		explanation for	studied	explain a past event
			something		some events	- Compare an	in terms of cause
						aspect of life with	and effect
						the same aspect in	
						another period	







Interpretations of	- Understand that	- Distinguish	- Compare 2	- Identify and give	- Gather	- Compare	- Link sources to
History	stories are not all	between fact and	versions of a past	reasons for ways in	information from	accounts from	draw conclusions
	true but some are	fiction	event	which the past is	different types of	different sources,	- Consider ways of
		- Compare 2 adults	- Compare	represented	evidence (e.g.	inc. primary and	checking the
		talking about their	pictures of people	- Compare different	objects, written	secondary, and	reliability of
		past	or events in the	versions of the	accounts)	fiction	interpretations
			past	same story	- Begin to evaluate	- Offer reasons for	- Be aware that
			- Discuss	- Look at different	the usefulness of	different versions of	different evidence
			reliability of	types of evidence	different sources	events	will lead to
			accounts / stories	(e.g. objects,			different
				written accounts)			conclusions
Historical Enquiry	- Talk about what	- Find answers to	- Answer a range	- Use a range of	- Use evidence	- Begin to identify	- Recognise
	objects from the	simple questions	of questions	sources	from a range of	primary and	primary and
	past tell us	about the past	about the past	- Select and record	sources to build up	secondary sources	secondary sources
		from sources e.g.	from sources	relevant	a picture	- Select relevant	- Use evidence
		artefacts	- Plan questions	information	- Select relevant	sources of	from a range of
		- Talk to older	to ask older	- Begin to research	material about a	information to	sources to find out
		people about their	people about	with books and	specific aspect of	answer specific	about an aspect of
		memories	their memories	specific websites	the past	questions	a period
				- Plan open	- Ask and answer	- Select the most	- Identify which
				questions, ask	questions	useful from a range	sources will be
				follow-up questions	- Develop	of secondary	useful for an
				and record answers	confidence finding	sources, inc. books	enquiry and use
				when asking older	information from	and websites	them effectively,
				people about their	books and specific		including Internet
				memories	websites		search