



## History Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>- Compare themselves as a baby with themselves now</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence 3 / 4 objects from distinctly different periods of time</li> <li>- Sequence photographs etc. from different periods of their lives</li> <li>- Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence artefacts closer together in time</li> <li>- Sequence photographs etc. from different periods of their and their families' lives</li> <li>- Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>- Place the time studied on a time line</li> <li>- Use dates and terms related to the study unit and the passing of time</li> <li>- Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>- Place events from period studied on a time line</li> <li>- Begin to date events</li> <li>- Understand BC / AD</li> </ul>	<ul style="list-style-type: none"> <li>- Know and sequence key events of time studied</li> <li>- Use relevant terms and period labels</li> <li>- Make comparisons between different times of the past</li> </ul>	<ul style="list-style-type: none"> <li>- Place key events of current study on time line in relation to other studies</li> <li>- Sequence up to 10 events on a time line</li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>- Recognise the difference between past and present in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the difference between past and present in their own and others' lives</li> <li>- Know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>- Identify differences between ways of life at different times</li> <li>- Identify reasons for and results of events</li> <li>- Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>- Compare everyday lives of people in time studied with our life today</li> <li>- Explain reasons for and results of events and people's actions</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to reconstruct life in time studied</li> <li>- Identify key features and events of time studied</li> <li>- Look for links and effects in time studied</li> <li>- Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>- Study aspects of different people, e.g. between men / women</li> <li>- Examine causes and results of events and the impact on people</li> <li>- Compare life early and late in periods studied</li> <li>- Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>- Explore beliefs and behaviour of people, recognizing that not everyone was the same</li> <li>- Compare beliefs and behaviour with another period studied</li> <li>- Use evidence to explain a past event in terms of cause and effect</li> </ul>



<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>- Understand that stories are not all true but some are</li> </ul>	<ul style="list-style-type: none"> <li>- Distinguish between fact and fiction</li> <li>- Compare 2 adults talking about their past</li> </ul>	<ul style="list-style-type: none"> <li>- Compare 2 versions of a past event</li> <li>- Compare pictures of people or events in the past</li> <li>- Discuss reliability of accounts / stories</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and give reasons for ways in which the past is represented</li> <li>- Compare different versions of the same story</li> <li>- Look at different types of evidence (e.g. objects, written accounts)</li> </ul>	<ul style="list-style-type: none"> <li>- Gather information from different types of evidence (e.g. objects, written accounts)</li> <li>- Begin to evaluate the usefulness of different sources</li> </ul>	<ul style="list-style-type: none"> <li>- Compare accounts from different sources, inc. primary and secondary, and fiction</li> <li>- Offer reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>- Link sources to draw conclusions</li> <li>- Consider ways of checking the reliability of interpretations</li> <li>- Be aware that different evidence will lead to different conclusions</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>- Talk about what objects from the past tell us</li> </ul>	<ul style="list-style-type: none"> <li>- Find answers to simple questions about the past from sources e.g. artefacts</li> <li>- Talk to older people about their memories</li> </ul>	<ul style="list-style-type: none"> <li>- Answer a range of questions about the past from sources</li> <li>- Plan questions to ask older people about their memories</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of sources</li> <li>- Select and record relevant information</li> <li>- Begin to research with books and specific websites</li> <li>- Plan open questions, ask follow-up questions and record answers when asking older people about their memories</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence from a range of sources to build up a picture</li> <li>- Select relevant material about a specific aspect of the past</li> <li>- Ask and answer questions</li> <li>- Develop confidence finding information from books and specific websites</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to identify primary and secondary sources</li> <li>- Select relevant sources of information to answer specific questions</li> <li>- Select the most useful from a range of secondary sources, inc. books and websites</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise primary and secondary sources</li> <li>- Use evidence from a range of sources to find out about an aspect of a period</li> <li>- Identify which sources will be useful for an enquiry and use them effectively, including Internet search</li> </ul>