

## Progression of Skills In History

	EYFS	Year 1/2	Year 3/4	Year 5/6
<b>Chronological understanding</b>	<p><b>Understanding the world</b></p> <p>I can talk about past and present events in my life and the lives of my family.</p>	<ul style="list-style-type: none"> <li>I can sequence events in my life</li> <li>I can sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>I can match objects to people of different ages</li> <li>I can sequence photographs etc. From different periods of my life</li> <li>I can describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>I can place the time/ events studied on a time line</li> <li>I can use dates and terms related to the study unit and passing of time</li> <li>I can sequence several events or artefacts</li> <li>I can use terms related to the period and begin to date events</li> <li>I can understand more complex terms eg bc/ad</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence key events of time studied</li> <li>I can use relevant terms and period labels</li> <li>I can make comparisons between different times in the past</li> <li>I can place current study on time line in relation to other studies</li> <li>I can use relevant dates and terms</li> <li>I can 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>I can recognise the difference between past and present in my own and others lives</li> <li>I can they know and recount episodes from stories about the past</li> <li>I can recognise why people did things, why events happened and what happened as a result</li> <li>I can identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about every day lives of people in time studied</li> <li>I can compare with our life today</li> <li>I can identify reasons for and results of people's actions</li> <li>I can understand why people may have wanted to do something</li> <li>I can use evidence to reconstruct life in time studied</li> <li>I can identify key features and events of time studied</li> <li>I can look for links and effects in time studied</li> <li>I can offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>I can study different aspects of different people - differences between men and women</li> <li>I can examine causes and results of great events and the impact on people</li> <li>I can compare life in early and late 'times' studied</li> <li>I can compare an aspect of lie with the same aspect in another period</li> <li>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>I can compare beliefs and behaviour with another time studied</li> <li>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>I can know key dates, characters and events of time studied</li> </ul>
<b>Interpretations of history</b>		<ul style="list-style-type: none"> <li>I can use stories to encourage children to distinguish between fact and fiction</li> <li>I can compare adults talking about the past – how reliable are their memories?</li> <li>I can compare 2 versions of a past event</li> <li>I can compare pictures or photographs of people or events in the past</li> <li>I can discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and give reasons for different ways in which the past is represented</li> <li>I can distinguish between different sources – compare different versions of the same story</li> <li>I can look at representations of the period – museum, cartoons etc</li> <li>I can look at the evidence available</li> <li>I can begin to evaluate the usefulness of different sources</li> <li>I can use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>I can compare accounts of events from different sources – fact or fiction</li> <li>I can offer some reasons for different versions of events</li> <li>I can link sources and work out how conclusions were arrived at</li> <li>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>I can be aware that different evidence will lead to different conclusions</li> <li>I can confidently use the library and internet for research</li> </ul>
<b>Historical enquiry</b>		<ul style="list-style-type: none"> <li>I can find answers to simple questions about the past from sources of information e.g. Artefacts,</li> <li>I can use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of sources to find out about a period</li> <li>I can observe small details – artefacts, pictures</li> <li>I can select and record information relevant to the study</li> <li>I can begin to use the library and internet for research</li> <li>I can use evidence to build up a picture of a past event</li> <li>I can choose relevant material to present a picture of one aspect of life in time past</li> <li>I can ask a variety of questions</li> <li>I can use the library and internet for research</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can begin to identify primary and secondary sources</li> <li>Use evidence to build up a i can picture of a past event</li> <li>I can select relevant sections of information</li> <li>I can use the library and internet for research with increasing confidence</li> <li>I can recognise primary and secondary sources</li> <li>I can use a range of sources to find out about an aspect of time past</li> <li>I can suggest omissions and the means of finding out</li> <li>I can bring knowledge gathered from several sources together in a fluent account</li> </ul>
<b>Organisation and communication</b>		<ul style="list-style-type: none"> <li>I can communicate <b>knowledge</b> through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ict...</li> </ul>	<ul style="list-style-type: none"> <li>I can recall, select and organise historical information</li> <li>I can communicate my <b>knowledge and understanding</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I can select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>
<b>Vocabulary</b>		<p>Gramophone Wireless Penny farthing Workhouse Gruel Blackboard Chalk</p>	<p>decade, dates, date order, events, timeline, time order, long ago, recent history, local history, period, era Early Britons, communicate, early settlers, events, suggest, explain, influence, impact, effects, present, anachronism, Archaeologists, understand, source, resource, evidence, because, research, event, identify, similar, different, compare, period, era, reason, perhaps, could be, this suggests...</p>	<p>BCE, Before Common Era, CE, Common Era, BC, Before Christ, AD, Summarise, influence, Britain, civilisations, Identify, explain, understanding, movements, persuade, Anno Domini, timeline, period, chronological order, era, decade, century, features, events, societies, ancient civilisations, advancements, inventions, millennium societies, compare, contrast, similar, different, changes, continuity, period, era, anachronism, attitudes, represent, stereotype, propaganda, legacy, extent of continuity, extent of change, impact, consequences</p>

				point of view, bias, key event, describe, evidence, variety of sources, resources, communicate, different experiences, the purpose..., reliability, primary evidence, secondary evidence, eye witness,
<b>Sticky Knowledge</b>		Workhouses were unpleasant places where children were treated badly.  Few homes had televisions 50 years ago and there were no computing devices in homes.  100 years ago most children would have had full-time jobs by the age of 12.		