

### Historical skills progression

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Chronology</b>	<p>Beginning to make sense of their own life-story and family's history.</p> <p>Talk about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understanding the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Using everyday language to relate to time e.g., now, next, old, new, past, today, yesterday, week, month, year.</p>	<p>Putting up to three objects in chronological order (recent history) on a timeline.</p> <p>Labelling timelines with pictures, words, or phrases.</p> <p>Telling others about changes that have happened in my own life since I was born.</p> <p>Talk about how things have changed since my parents or grandparents were children.</p> <p>Use dates to talk about people or events from the past (when appropriate)</p>	<p>Place events or artefacts in order on a timeline.</p> <p>Labelling timelines with pictures, words or phrases and giving reasons for their order.</p> <p>Use dates to talk about people or events from the past (when appropriate)</p> <p>Connect my new learning of historical people or events to others that I have learnt about before</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use dates to order significant events from the period studied on a timeline within a specific time in history.</p> <p>Describe the main changes in a period in history.</p> <p>Use historic terms related to the period of study</p> <p>Use an increasing range of common words and phrases relating to the passing of time</p>	<p>Order significant events, movements, and dates on a timeline.</p> <p>Identify and compare changes within and across different periods and talk about trends over time.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline.</p>

<b>Historical enquiry</b>	<p>Make comments about what I have learnt and ask questions to make sure I understand.</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p> <p>Know information can be retrieved from books and computers.</p>	<p>Describe some simple similarities and differences between artefacts.</p> <p>Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Ask and answer relevant basic questions about the past.</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</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>Discuss the effectiveness of sources.</p>	<p>Use a range of sources to find out about a period.</p> <p>Select and record information relevant to the study.</p> <p>Ask and answer questions.</p> <p>Suggest suitable sources of evidence for historical enquiry.</p> <p>Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use research skills in finding out facts about the time period studied.</p> <p>Compare and contrast different forms of evidence.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a wide range of sources of evidence to deduce information about the past.</p> <p>Analyse a wide range of evidence to justify claims about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Give more than one reason to support an historical argument.</p> <p>Identify and explain my understanding of propaganda.</p>

<b>Interpretation of history and sources</b>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Discussions and visits from parents/grandparents.</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Relate his/her own account of an event and understand that others may give a different version.</p>	<p>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?</p>	<p>Explore the idea that there are different accounts of history and what the reasons for this might be.</p> <p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Understand that sources can contradict each other.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Understand that the type of information available depends on the period of time studied.</p> <p>Evaluate the usefulness of a variety of sources.</p> <p>Make comparisons between aspects of periods of history and the present day</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <ul style="list-style-type: none"> <li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>
<b>Range and depth of historical knowledge</b>	<p>Discussions and visits from parents/grandparents.</p> <p>Stories / books / discussions shared.</p> <p>BBC programmes</p>	<p>Begin to describe similarities and differences in artefacts.</p> <p>Drama – why people did things in 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>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>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Write another explanation of a past event in terms of cause and effect.</p>

		Use a range of sources to find out characteristic features of the past.	Drama – develop empathy and understanding (hot seating, speaking and listening)	Offer a reasonable explanation for some events.	<p>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>
<p>Organisation and communication of learning and research</p>	<p>Pictorial and 3D timelines</p> <p>Pictures</p> <p>Discussion</p> <p>Talking</p>	<p>Sort events or objects into groups (i.e., then, and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past, including role-play.</p> <p>Talk, draw or write about aspects of the past.</p>	<p>Use a wide vocabulary of everyday historical terms to describe objects, people or events in history</p> <p>Speak about how he/she has found out about the past e.g. through role-play.</p> <p>Record what he/she has learned by drawing and writing, including. using ICT.</p>	<p>Communicate his/her learning in an organised and structured way,</p> <p>Using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Provide an account of a historical event based on more than one source.</p> <p>Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p>