

## History – progression of skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Use everyday language related to time</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Recognise the distinction between past and present</p> <p>Sequence events in their life</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Sequence pictures and objects from different periods of time</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Use words and phrases such as: old, new/young, before, past, days and months</p>	<p>Sequence artefacts and events that are close together in time</p> <p>Sequence pictures from different period periods of time</p> <p>Describe memories and changes that have happened in their own lives</p> <p>Identify some similarities and differences between their own lives and aspects of the past</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>	<p>Place the time studied on a time line</p> <p>Place topics studied into different periods (eg: century, decade, Roman, Egyptian, BC, AD)</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>Use dates and terms related to the study unit and passing of time</p>	<p>Place events studied from the topics studied onto a time line</p> <p>Use terms related to the time period (eg: century, decade, Roman, Egyptian, BC, AD) and begin to date events</p> <p>Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time</p> <p>Make some links between and across periods, such as the differences between clothes, food, buildings or transport</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p>Know and sequence key events of time studied on a timeline using dates accurately</p> <p>Sequence events and periods through the use of appropriate terms relating to the passing of time (eg: empire, civilisation, parliament, peasantry...)</p> <p>Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time</p> <p>Make comparisons between different times in the past</p> <p>Relate current topics studied to previous topics studied</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>Accurately use dates and terms to describe historical events</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history</p> <p>Understand how some historical events /periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</p>
<b>Knowledge and understanding of events, people and changes in the past</b>	<p>Be curious about people and show interest in stories</p> <p>Answer how and why questions in response to stories or events</p>	<p><b>Explorers of the past</b></p> <p>Can describe the achievements of <b>Christopher Columbus and Neil Armstrong</b></p>	<p><b>Great Fire of London</b></p> <p>Knows that the Great Fire of London was a significant event in UK history</p> <p><b>Samuel Pepys</b></p>	<p><b>Ancient Egypt - the achievements of the earliest civilizations (where and when they appeared)</b></p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p>Can explain why people acted as they did e.g. The Romans - culture and beliefs</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>Can describe how a significant individual or movement/group of people has</p>	<p><b>Mayans</b></p> <p>Can provide reasons for, and outcomes of, the main events and changes in historical periods e.g The Mayan Civilization</p>

	Recognise or describe special times or events for family or friends	Can compare how exploration has changed over time  Recognise the difference between past and present in their own and others lives	Can talk about Samuel Pepys and know that his diaries are a key historical resource	Knows that Ancient Egypt was an early civilization  Can talk about the achievements of the Ancient Egyptians and how they changed the world  Can describe the key features of Ancient Egyptian society  Can compare and contrast Ancient Egypt society with today	Can explain the impact of a significant historical event on life in Britain e.g The 'Romanisation of Britain'	influenced the UK or wider world.  Can describe the Anglo-Saxon invasions, settlements and kingdoms: place names and village life.  Can link events from periods studied to changes or developments in contemporary society e.g. food or farming.	Can compare and contrast a Non-European society e.g The Mayan Civilization with British history
Local and National History		Can explain why people in the past came to Brighton (e.g. fishing village, sea water cures)  Can explain how Dr Richard Russell influenced the growth of Brighton	Can describe how people, places and events in the local area have changed over time  Can describe changes in the local area during their own life time  Can name key people in local history and their achievements (eg Martha Gunn, Prince Regent)	<b>Changes in Britain from the Stone Age to the Iron Age</b>  Knows that the Stone Age, Bronze Age and Iron Age are all periods in UK history  Can talk about neolithic hunter gatherers and how this developed into early farmers (eg Skara Brae)  Can talk about key innovations during these periods (eg Stonehenge, Invention of Iron)  Can talk about key changes during these periods (eg art, culture, defence)	<b>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</b>  Can describe and compare changes in social history, such as crime and punishment or leisure and entertainment in three periods of history e.g. Romans, Tudors and Present day.  Can explain how significant historical people contributed to national and international achievements in a variety of eras e.g.	<b>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</b>  Can explain that an event can have more than one cause.  Can describe Viking raids and invasion.  Can talk about the resistance by Alfred the Great and Athelstan, first King of England  Can explain Anglo-Saxon laws and justice.  Can explain who Edward the Confessor was and	<b>Ancient Greece - a study of Greek life and achievements and their influence on the western world</b>  Can describe how the influence of the Ancient Greeks is reflected in their own lives (e.g. art, architecture, literature, democracy, leisure)  Can describe Greek life and achievements and their influence on the western world, e.g. The Olympics.

					Roman Emperor, Henry VIII, and one other	the events leading to his death in 1066.	
<b>Historical interpretation and enquiry skills</b>	<p>Use question and answer session at the beginning of each topic</p> <p>Sharing of stories which refer to the past, eg: stories told from a grandparent's perspective, etc.</p> <p>Show and tell - children bring in photos which link to History due to family trips and holidays</p>	<p>Start to compare two versions of a past event</p> <p>Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Use as wide a range of sources as possible</p>	<p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>Use a source to ask: why, what, who, how and where questions and find answers to them</p> <p>Sequence a collection of artefacts</p> <p>Use timelines</p> <p>Discuss the effectiveness of a source</p>	<p>Look at more than two versions of the same event or story in history and identify differences</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p> <p>Use a range of primary and secondary sources to find out about the past</p> <p>Gather more detail from sources such as maps, artefacts and pictures to build up a clearer picture of the past</p> <p>Select and record information relevant to the study</p> <p>Begin to use the</p>	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and Historical Knowledge</p> <p>Use a range of primary and secondary sources to find out about the past</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Regularly address and sometimes devise own questions to find answers about the past</p> <p>Use the library and internet for research</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Recognise primary and secondary sources of information to investigate the past</p> <p>Use evidence to build up a picture of a past event / life in time studied</p> <p>Select relevant sections of information</p> <p>Undertake their own research</p>	<p>Find and analyse a wide range of evidence about the past</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>Consider different ways of checking the accuracy of interpretations of the past</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability</p> <p>Show an awareness of the concept of propaganda</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others</p> <p>Begin to evaluate the usefulness of different sources</p>

				library and internet for research			<p>Recognise primary and secondary sources of information to investigate the past</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
<b>Methods of organisation and presentation</b>	Class discussions and partner talk about old photos, stories and themes which relate to History	Communicate their knowledge through: Discussion The use of a time	Communicate their knowledge through: Discussion Drawing pictures	Communicate their knowledge through: Discussion Drawing pictures	Recall, select data and organise historical information to answer historical questions	Recall, select data and organise historical information to answer historical questions	Select and organise information to produce structured work, making appropriate use of dates and terms

	Recorded work based on relevant role play themes or topics	line (3D with objects/sequential pictures) Drawing pictures Drama/role play Writing Using ICT	Drama/role play Making models Writing Using IC	Drama/role play Making models Writing Using IC	Communicate and display their knowledge and understanding in a variety of ways  Know the period in which the topic of study is set  Work independently and in groups	Record, communicate and display their knowledge and understanding in a variety of ways  Fit events into a display sorted by time  Use appropriate terms, matching dates to people and events  Work independently and in groups showing initiative	Select aspects of a topic of study to make a display  Use a variety of ways to communicate knowledge and understanding including extended writing  Plan and carry out individual investigations
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