

History skills progression at Woodseaves C.E. Primary Academy

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chronological Understanding	Talk about past and present events in their own lives and in the lives of family members	Sequence events in their life so far Sequence artefacts from 3 or 4 distinctly different periods of time Match objects to people of different ages	Sequence photographs from different parts of their lives Sequence artefacts closer together in time - check with reference materials Describe memories of key events in their life so far	Place the time being studied on a timeline of other historical events Use dates and terms related to the study unit and passing of time Sequence several events and artefacts	Place events from the time period being studied on a timeline Understand that time can be divided into BC and AD Describe the main changes of a period in history	Order significant events, movements and dates on a timeline Make comparisons between different times in the past	Complete concurrent timelines for the same historical period in different geographical locations Identify and compare changes within and across different time periods
Knowledge and understanding of events in the past	Talk about past and present events in their own lives and in the lives of family members	Recognise the difference between past and present in their own lives. They know and recount episodes from stories about the past.	Recognise why people did things, why events happened and what happened as a result Recognise why people did things, why events happened and what happened as a result	Find out about the everyday lives of people in the time period studied Compare time period with our lives today. Identify reasons for and the results of peoples actions. Offer a reasonable explanation for some events.	Use evidence to reconstruct life in the time period studied Identify key features and significant events from time period studied Look for links and effects in time period studied Understand the possible motivations of historical figures from the time studied	Study and compare different aspects of different people in the time period Examine cause and effect of significant events and the impact on people Compare life in 'early' and 'late' periods of the time studied Compare and contrast the opinions of historians on the motivations of historical figures	Research, compare and discuss the beliefs, behaviour and characteristics of people recognising differing viewpoints and beliefs Compare and contrast beliefs and behaviour with another time studied Understand continuity and change Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
Historical interpretation	Begin to know the difference between fact and fiction through use of stories.	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - how reliable are their past memories?	Compare two versions of a past event Compare pictures and photographs of people or events in the past Discuss reliability of photos/accounts/stories.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources - compare different versions of the same story. Look at representations from the period-museum, cartoons etc.	Begin to evaluate the usefulness of different sources Use text books and other historical sources	Compare accounts of events from different sources - fact or fiction? Offer some reasons for differing versions of historical events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction or opinion Be aware that different evidence will lead to different conclusions Confidently use different formats of research - libraries and the internet
Historical enquiry	With support answer simple questions about the past through using sources such as artefacts.	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period. Observe small details - artefacts, pictures Select and record information relevant to the study. Begin to use a library and the internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use a library with increasing confidence for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use a library and the internet with increasing confidence	Recognise identify primary and secondary sources Use a range of sources to find out about an aspect of the past Suggest omissions in information and the means of finding out Bring knowledge gathered from several sources together to form contrasting arguments
Organisation and communication	Begin to communicate their knowledge through discussion, drawings, child initiated play, making models, small world, writing and using ICT	Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing, using ICT		Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT	Select and organise historical information, communicate their knowledge and understanding through discussion, drawing pictures, drama/role play, making models, writing, using ICT		Select and organise information to produce structured work, making appropriate use of dates and terms.