



# East Ravendale CE Primary School - History Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> <li>To be able to talk about past and present events in their own lives and in their lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time, e.g. toys.</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - be able to check with a reference book</li> <li>Sequence photographs from different periods of their own lives</li> <li>Describe memories of key events in their 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 passing of time</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from a period studied on a time line</li> <li>Use terms related to the period studied and begin to date events</li> <li>Understand more complex terms linked to history like BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms in a historical context and know period labels</li> <li>Make comparisons between different times in the past and explain reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Place current period of study on a timeline in relation to other periods studied</li> <li>Use relevant dates and terms in a historical context</li> <li>Sequence up to ten events on a timeline</li> </ul>
Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>To know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between the 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>Recognise why people did certain things, e.g. why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in the time period they study</li> <li>Compare different time periods with our lives today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in the time period study</li> <li>Identify key features and events of time period studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events, justifying answers.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people, e.g. differences between men and women in different time periods</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studies</li> <li>Compare an aspect of life with the same aspect of another period, e.g. life for children.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write an explanation of a past time event in terms of cause and effect, using evidence to justify their explanation</li> <li>Know key dates, characters and events of times studied</li> </ul>
Interpretations of history		<ul style="list-style-type: none"> <li>Use stories to distinguish between fact and fiction</li> <li>Compare adults talking about the past</li> <li>Consider how reliable are memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare two versions of a past event</li> <li>Compare pictures of photographs of people and events in the past</li> <li>Discuss reliability of photos/accounts and stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources - compare different versions of the same story</li> <li>Look at representations of the period studied e.g. museums, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>Look at evidence available from the time period studied</li> <li>Begin to evaluate usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources - explain whether information is fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking accuracy of interpretations - fact, fiction or opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use books and internet for research</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>To be able to talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Use a source to answer questions about the past on the basis of simple observation</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details - look at artefacts and pictures</li> <li>Select and record information that is relevant to study</li> <li>Begin to use books and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present one aspect of life in a past time</li> <li>Ask a variety of questions</li> <li>Use books and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use books and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of a past time</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>
Organisation and communication		Communicate their <u>knowledge</u> through: <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing pictures</li> <li>Drama/ role play</li> <li>Making models</li> <li>Writing</li> <li>Using ICT</li> </ul>			<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding</li> </ul>		<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>