

Maryport CE Primary School History Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding, Continuity and Change	<ul style="list-style-type: none"> • Children can talk about past and present events in their own lives and in the lives of family members • Children can sequence a few events or related objects • Children can use a number of time terms, such as: now, then, day, week, month, year, yesterday, past, old, new. 	<ul style="list-style-type: none"> • Children can recognise the distinction between past and present • Children can order and sequence some familiar events and objects or pieces of information on a timeline • Children can identify some similarities and differences between ways of life at different times • Children can use some terms about the passing of time correctly such as: recently, before, after, now, later. 	<ul style="list-style-type: none"> • Order and sequence events and objects on a timeline • Recognise that their own lives are similar and / or different from the lives of people in the past • Use common words and phrases concerned with the passing of time correctly • Children can talk or write about features, events, people and themes from the past and include some details 	<ul style="list-style-type: none"> • Understand where the time studied fits on a timeline • Children can talk or write about the past and include detail • Demonstrate awareness that the past can be divided into different periods of time • Use some dates and historical terms when ordering events and objects e.g. BC/AD • Sequence several events or artefacts • Explore trends and changes over time 	<ul style="list-style-type: none"> • Use dates and historical terms when ordering events and objects • Identify where people and events fit into a chronological framework • Explore links and contrasts within and across different periods of time • Use terms related to the period and begin to date events • Children can talk or write about the past including details and ideas which show some understanding of what things were like before and 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past • Use dates and appropriate historical terms to sequence events and periods of time • Identify where people, places and periods of time fit into a chronological framework • Describe links and contrasts within and across different periods of time including short-term 	<ul style="list-style-type: none"> • Use dates and a wide range of historical terms when sequencing events and periods of time • Develop chronologically secure knowledge of the events and periods of time studied • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales

Maryport CE Primary School History Progression of Skills

					after this at local, national and world levels	and long-term time scales	
Knowledge and Understanding of events in the past	<ul style="list-style-type: none"> Children can talk about past and present events in their own lives and in the lives of family members Children can pick out information about the past from sources like pictures, objects and stories 	<ul style="list-style-type: none"> Children can recognise the difference between the past and present in their own and others' lives Children can recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify similarities and differences between ways of life at different times Children can point out which people were historically important 	<ul style="list-style-type: none"> Compare periods studied with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something Children can suggest which people were historically important 	<ul style="list-style-type: none"> Identify key features and significant events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events Describe changes within and between periods and societies I have learned about Describe similarities and differences in society, cultures and religion in Britain at 	<ul style="list-style-type: none"> Examine causes and results of significant events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world 	<ul style="list-style-type: none"> Compare beliefs and behaviour with another time studied (ideas, beliefs and attitudes of men, women and children) 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 Know key dates, characters and events

Maryport CE Primary School History Progression of Skills

					local and national levels		of time studied
Historical Interpretation	<ul style="list-style-type: none"> Children know about similarities and differences between themselves and others 	<ul style="list-style-type: none"> Children can make simple observations about different people, events, beliefs and communities Children can use stories to encourage them to distinguish between fact and fiction Children can compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photographs / accounts / stories Recognise some basic reasons why people in the past acted as they did and the consequences of these actions 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented and comment on the usefulness and accuracy of different sources of evidence Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc. Recognise that our knowledge of the past is constructed 	<ul style="list-style-type: none"> Look at the evidence available Recognise how sources of evidence are used to make historical claims Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Evaluate sources and make simple inferences (take into account the author, audience, purpose of a source and where and when it was created) 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Give some reasons for contrasting arguments and interpretations of the past Recognise that some events, people and changes are judged as more

Maryport CE Primary School History Progression of Skills

				<p>from different sources of evidence (primary and secondary)</p> <ul style="list-style-type: none"> • Recognise that different versions of past events may exist • Describe some of the ways the past can be represented 			significant than others
Historical Enquiry	<ul style="list-style-type: none"> • Children can talk about past and present events in their own lives and in the lives of family members 	<ul style="list-style-type: none"> • Children can find answers to simple questions about the past from sources of information e.g. artefacts • Children can use sources to answer simple questions about the past • Children can choose parts of stories and other sources to show what they know about the past • Children can 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations • Ask and answer simple questions about the past through observing and handling a range of sources • Consider why things may 	<ul style="list-style-type: none"> • 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 books and the internet for research • Use sources to answer historically 	<ul style="list-style-type: none"> • 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 books and the internet for research • Use sources to address historically 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use books and the internet for research with increasing confidence • Use a wider 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together to

Maryport CE Primary School History Progression of Skills

		<p>identify some of the basic ways in which the past can be recorded or represented</p>	<p>change over time</p> <ul style="list-style-type: none"> Choose parts of stories and other sources to show what they know about significant people and events 	<p>valid questions</p>	<p>valid questions and hypotheses</p> <ul style="list-style-type: none"> Recognise why some events happened and what happened as a result Identify historically significant people and events in different situations 	<p>range of sources as a basis for research to answer questions and to test hypotheses</p> <ul style="list-style-type: none"> Recognise how our knowledge of the past is constructed from a range of sources Choose relevant sources of evidence to support particular lines of enquiry 	<p>form contrasting arguments</p> <ul style="list-style-type: none"> Confidently use books and the internet for research Regularly address and sometimes devise historically valid questions and hypotheses Describe the impact of historical events and changes
<p>Organisation and Communication</p>	<ul style="list-style-type: none"> Children can show ideas through talk, drawing and emerging writing 	<ul style="list-style-type: none"> Children can describe special or significant events Children can retell simple stories or events from the past Children can use simple historical 	<ul style="list-style-type: none"> Talk about what / who was significant in simple historical accounts Demonstrate simple historical concepts and events through 	<ul style="list-style-type: none"> Discuss some historical events, issues connections and changes Select and organise historical information to present in a range of ways 	<ul style="list-style-type: none"> Discuss significant aspects of, and connections between, different historical events Select and organise relevant historical 	<ul style="list-style-type: none"> Discuss and debate historical issues Use appropriate vocabulary when discussing and describing historical events 	<ul style="list-style-type: none"> Acknowledge contrasting evidence and opinions when discussing and debating historical issues Use appropriate vocabulary when

Maryport CE Primary School History Progression of Skills

		<p>terms</p> <ul style="list-style-type: none"> Children can communicate their knowledge through: <ol style="list-style-type: none"> Discussion Drawing pictures Drama / roleplay Making models Writing or Using computing 	<p>roleplay, drawing and writing</p> <ul style="list-style-type: none"> Use a variety of historical terms and concepts Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / roleplay Making models Writing Using computing 	<ul style="list-style-type: none"> Use relevant historical terms and vocabulary linked to chronology Children can organise their answers well, give reasons for their ideas and state their conclusion Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / roleplay Making models Writing Using computing 	<p>information to present in a range of ways</p> <ul style="list-style-type: none"> Use relevant and appropriate historical terms and vocabulary linked to chronology Recall, select and organise historical information Communicate their knowledge and understanding through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / roleplay Making models Writing Using computing 	<ul style="list-style-type: none"> Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms Choose relevant ways to communicate historical findings. Recall, select and organise historical information Communicate their knowledge and understanding through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / 	<p>discussing, describing and explaining historical events</p> <ul style="list-style-type: none"> Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms Choose the most appropriate way of communicating different historical findings Select and organise information to produce
--	--	---	--	---	---	--	--

Maryport CE Primary School History Progression of Skills

						<p>roleplay</p> <ul style="list-style-type: none">• Making models• Writing• Using computing	<p>structured work, making appropriate use of dates and terms</p> <ul style="list-style-type: none">• Communicate their knowledge and understanding through:<ul style="list-style-type: none">- Discussion- Drawing pictures- Drama / roleplay- Making models- Writing- Using computing
--	--	--	--	--	--	---	--