



Shavington Primary School History Skills Progression



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Autumn- Transport	Autumn- Guy Fawkes	Spring- Stone Age	Autumn	Autumn- Maya	Autumn- WW2
<u>Nursery</u> Significant figure from the past (Jesus)	Recognise the difference between past and present in their own and others lives. Find answers to simple questions about the past from sources of information Communicate their knowledge through: Discussion Drawing pictures	Sequencing photographs from different periods of their life. Describe memories of key events in their lives. Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Place events studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about everyday lives of people and times studied. Understand why people may have wanted to do something. Identify and give reasons for different ways in which the past is represented. Use a range of sources to find out about a period Use a range of sources to find out about a period Observe small details- artefacts, pictures etc Select and record information relevant to the study Communicate knowledge via: drawing/pictures, drama/role play, making models, writing, discussion.	Use evidence to recreate life in time studied Identify key features and events in time studied Looks for links and effects in time studies Offer a reasonable explanation for some events Look at the evidence available Use text books and historical knowledge Use relevant material to present a picture of time past Ask a variety of questions Use the library and internet for research Recall, select and organise historical information	Know and sequence key events Use relevant terms and period labels Compare life in early and late times studied Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Recall, select and organise historical information Communicate their knowledge and understanding	Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline Compare beliefs and behaviour with another time studied Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Know key dates, characters and events of time studied Confidently use the library and internet for research Be aware that evidence will lead to different conclusions Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Select and organise information to produce structured work, making appropriate use of dates and terms
<u>Reception</u> Language to talk about time e.g. first next and last Remembrance Sunday Christmas in the past Comparing old and new						

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Spring	Spring-Toys	Spring- Great Fire of London	Spring- Iron Age to Bronze Age	Spring	Spring- Vikings	Spring- Slave Trade
<p><u>Nursey</u></p>	<p>Recognise the difference between past and present in their own and others lives.</p> <p>Communicate their knowledge through: Discussion Drawings pictures Writing.</p> <p>Match objects to people of different ages.</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures and photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Place events studied on a timeline</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> <p>Find out about everyday lives of people and times studied</p> <p>Identify reasons and results of people's actions.</p> <p>Understand why people may have wanted to do something.</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>Communicate knowledge via: drawing/pictures, writing, discussion.</p>	<p>Place events studied on a timeline</p> <p>Use terms related to the period and begin to use date events</p> <p>Begin to understand more complex terms</p> <p>Identify key features and events in time studied</p> <p>Looks for links and effects in time studies</p> <p>Offer a reasonable explanation for some events</p> <p>Look at the evidence available</p> <p>Look at the evidence available</p> <p>Use evidence to build up a picture of past events</p> <p>Use relevant material to present a picture of time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p>	<p>Know and sequence key events</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Examine causes and results of great events and impact on people</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p>	<p>Place current study on timeline in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a timeline</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Find out 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 using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Know key dates, characters and events of time studied</p>
<p><u>Reception</u></p>						<p>Confidently use the library and internet for research</p> <p>Be aware that evidence will lead to different conclusions</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms</p>

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Summer	Summer- World Explorers	Summer- Significant People	Summer- Egyptians	Summer	Summer- Tudors	Summer- How has Britain changed since 1948?
<p><u>Nursery</u> Simple understanding that things have happened or will happen</p>	<p>Find answers to simple questions about the past from sources of information</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>They know and recount episodes from stories about the past.</p> <p>Communicate their knowledge through: Discussion Drawing pictures Drama/role play Writing</p>	<p>Sequence artefacts closer together in time – dash check with reference book.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p>	<p>Place events studied on a timeline</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefact</p> <p>Find out about everyday lives of people and times studied. Understand why people may have wanted to do something.</p> <p>Distinguish between different sources compare different versions of the same story.</p> <p>Use a range of sources to find out about a period Observe small details- artefacts, pictures etc Select and record information relevant to the study</p> <p>Communicate knowledge via: drawing/pictures, writing, discussion.</p>	<p>Place events studied on a timeline</p> <p>Use terms related to the period and begin to use date events</p> <p>Begin to understand more complex terms</p> <p>Identify key features and events in time studied Looks for links and effects in time studies Offer a reasonable explanation for some events</p> <p>Look at the evidence available Look at the evidence available</p> <p>Use evidence to build up a picture of past events Use relevant material to present a picture of time past Ask a variety of questions Use the library and internet for research</p> <p>Recall, select and organise historical information</p>	<p>Know and sequence key events Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Examine causes and results of great events and impact on people Compare life in early and late times studied</p> <p>Select relevant sections of information Use the library and internet for research with increasing confidence</p> <p>Recall, select and organise historical information Communicate their knowledge and understanding</p>	<p>Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Know key dates, characters and events of time studied</p> <p>Confidently use the library and internet for research</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms</p>
<p><u>Reception</u> Recognise, observe and talk about seasonal changes</p>						

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