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| **Progression of Skills in: History** |

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| **Skills** | | **EYFS** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** |
|  | | **How have I changed?** | | **What were homes like in the past?** | **What happened during the Great Fire of London?** | **How did people live in Prehistoric Britain?** | **What is the history of Moseley our local area?** | | **What was it like for children in WW2?** | **How did the Ancient Greeks influence the way we live today?** |
| **How has Moseley, my local area, changed?** | | **Who are the most well known British queens?** | **Why were Isaac Newton’s discoveries so important?** | **Why did Romans invade and settle other countries?** | **What can we find out about ancient Egypt?** | | **Who were the Mayans?** | **Who were the Vikings and Anglo-Saxons?** |
| **HISTORICAL KNOWLEDGE** | | | | | | | | | | | |
| **Chronology** | Develop then demonstrate an awareness of the past | | | | | Develop increasingly secure chronological knowledge and understanding of British, local, and world history | | | | | |
| Order and sequence familiar events.    Describe main story settings, events and principal characters.  Talk about past and present events in their own lives and in lives of family members. | | |  | | --- | | Begin to use dates  Sequence places, people, events or artefacts into chronological order | | | Begin to use dates  Show where places, people and events fit into a broad chronological framework E.g. sequence events  and photos etc. from different periods of their life  Sequence artefacts closer together in time | Place the time studied on a time line  Use dates related to the passing of time  Sequence several events, people, places and artefacts | Put events, people, places and artefacts from a period studied on a time-line:  Use terms related to the period and begin to date events | | Place current study on time line in relation to other studies  Know and sequence key events of time studied  Relate current studies to previous studies    Make comparisons between different times in history | Place current study on time line in relation to other studies  Use relevant dates and terms  Sequence up to ten events on a time line | |
| **Key vocab:** | Use everyday language related to time. | | Use common words and phrases relating to the passing of time e.g.: old, new, now, then, when, before, yesterday, week, month, year | | Securely use a  wider range of time terms. E.g.:  nowadays, 'in the past, previously',  a long time ago, recently, when my …. were younger | Use more complex time terms,  E.g. period labels  including 'last century', BCE'/BC, AD | Develop appropriate use of historical terms.  E.g. period labels  '1950s', '1960s' and 'decade'. | | Develop use of relevant historical terms. and periods labels e.g.: empire, civilisation, monarch | Develop appropriate use of historical terms. | |
| **Historical Enquiry** | | | | | | | | | | | |
|  | | Be curious about people and show interest in stories  Answer ‘how’ and ‘why’ questions … in response to stories or events.  Explain own knowledge and understanding, and asks appropriate questions.  Know that information can be retrieved from books and computers  Record, using marks they can interpret and explain | | Ask and begin to answer simple questions about the past e.g. When? What happened? What was it like…? Why? Who was involved?  E.g.: sort artefacts “then” and “now”  Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites  Ask and answer questions related to different sources and objects | Ask and begin to answer questions about the past on the basis of simple observations e.g. When? What happened? What was it like…? Why? Who was involved?    Sequence a collection of artefacts  Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites and discuss the effectiveness of sources | Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance  Suggest where we might find answers to questions considering a range of sources and use these sources to find out about a period  Begin to select and record information relevant to the study using books and e-learning for research | | Ask and answer a variety of questions about the past, considering aspects of change, cause, similarity and difference and significance  Understand that knowledge about the past is constructed from a variety of sources  Suggest where we might find answers to questions considering a range of sources and use relevant material to build up a picture of a past event  Select and record information relevant to the study using books and e-learning for research | Devise, ask and answer more complex questions about the past, considering key concepts in history  Begin to identify primary and secondary sources  Understand how our knowledge of the past is constructed from a range of sources  Select sources independently and give reasons for choices  Construct informed responses that  involve thoughtful selection and organization of relevant historical data to build up a picture of a past event  Use books and internet for research with increasing confidence | Devise, ask and answer more complex questions about the past, considering key concepts in history  Recognise primary and secondary sources  Understand how our knowledge of the past is constructed from a range of sources  Select sources independently and give reasons for choices  Construct fluent informed responses that involve thoughtful selection, analysis and organization of relevant historical data e.g. noting omissions  Confident use of books and internet for research | |

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| **HISTORICAL UNDERSTANDING** | | | | | | | |
| **Interpreting History** | Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays | | | Be aware that different versions of the past may exist and begin to suggest reasons for this | | Understand that the past is represented and interpreted in different ways and give reasons for this | |
|  | Use stories to encourage children to distinguish between fact and fiction E.g. Compare adults talking about their past-how reliable are their memories? | Compare two different versions of past events  Compare pictures or photographs of people or events in the past and discuss their reliability | 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 the evidence available  Begin to evaluate the usefulness of different sources  Use books (incl text books) and own knowledge. | Compare accounts of events from different sources – fact or fiction  Offer some reasons for different versions of events. | 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 |
| **Continuity and Change** | Look closely at similarities, differences, patterns and change | Identify similarities and differences  between ways of life in different periods.  Discuss change and continuity in an aspect of life, e.g. holidays  Study changes within living memory | | Describe and begin to make links between main events, situations and changes within and across different periods and societies | | Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within and across different periods and societies | |
| **Causes and Consequences** | Question why things happen and give explanations | Choose and use parts of stories and other  sources to show that they know and understand key features of events.  Recognise why people did things; why some events happened and what happened as a result of people’s actions or events | | Identify and give reasons for historical events, situations and changes  Identify some of the results of historical events, situations and changes  Make a few valid judgments about the causes, motives and effects of an event | | |  | | --- | | Begin to offer explanations about why people in the past acted as they did | | |
| **Similarities / Differences** | Know similarities/ differences between themselves/others; among families/ communities/  traditions | Identify similarities and differences between ways of life in different periods, including their own lives | | Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual | | Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual | |
| **Significance** | Recognise and describe special times/events for family or friends | Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why | | Identify and begin to describe historically significant people and events in situations  Provide some valid reasons for selecting an event, development or person as significant. E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion. | | Give reasons why some events, people or developments are seen as more significant than others | |
| **Communication** | | | | | | | |
|  | Communicate understanding of the past through: discussion; drawing pictures; annotating photographs; drama/role play; making models; using ICT; writing (reports, labelling, simple recount) | | | | Recall, select and organise historical information  Communicate their knowledge and understanding in a variety of ways e.g. Put events into a display sorted by theme time matching dates to people and events  Work independently and in groups | | Communicate knowledge and understanding in a variety of ways including extended writing, making displays  with appropriate use of dates and terms.  Plan and carry out individual investigations |